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ABSTRACT

The Jefferson County (Florida) Career Education Project was designed to meet the needs of this predominantly low-income, non-white community. The objectives were (1) to increase self-awareness and career awareness in grades K-5; (2) in grades 6-8 to increase self-awareness and career knowledge in the clusters of Agri-Business and Natural Resources, Business and Office, Communications and Media, Construction, and Health; (3) to increase career maturity, knowledge of training opportunities, and to improve career related decision-making skills in grades 9-12; (4) to decrease sex and race stereotyping related to careers in grades K-12; and (5) to increase public awareness of career education and public support of school programs in Jefferson County. Inservice training was provided for teachers of the school system. The project staff procured a wide variety of career-related materials and distributed them to teachers for instructional use. Thirty-five resource persons made career-oriented presentations to students, and a number of field trips were made within Jefferson County and to nearby Tallahassee to increase the career awareness of students. A concentrated dissemination effort using a wide variety of media was made to increase public awareness. In order to evaluate the success of the project, a variety of instruments was administered to students at each grade level in a one-group pre/post test design. Results of the project indicated that the procedures were highly successful in achieving the desired objectives. (Data tables, publicity items, and other related information are appended.) (Author/BM)

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THE JEFFERSON COUNTY CAREER EDUCATION PROJECT

I BELIEVE IN KIDS

Project #554 A H 50160

Final Evaluation Report
1975-1976

ALBERT THOMAS, JR.
Project Director

CE 017 734

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CAREER EDUCATION PROGRAM

1. Project No.: 554AH50160	2. Grant No.: G007502294	3. Nature of Report: __ Semi-Annual <u>x</u> Final
4. Project Title: "I Believe in Kids"		5. Period Covered By This Report: From: 7-1-75 To: 6-30-76
6. Category of Project (as specified in 45CFR 160d.5 and 160d.11): <u>x</u> Incremental __Settings __Populations __Training __Communications __State Plan		
7. Project Director: Albert Thomas, Jr.	8. Grantee/Assistance Contractor Institution/Address/Phone Jefferson County School Board - P. O. Box 499 Monticello, Florida 32344 - (904) 997-2022	

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MAJOR ACTIVITIES

Overall Process	Projected Initiation Date	Actual Initiation Date	Projected Completion Date	Actual Completion Date	Final Status
A) Selection and hiring of Staff	7-1-75	6-20-75	7-14-75	6-30-76	Completed
B) Appointment and Organization of Advisory Committee	7-1-76	7-1-75	7-18-75	7-18-75	Productive monthly meetings held during 1975-76
C) Curriculum planning and updating	7-15-75	7-15-75	5-19-76		Curriculum planning is a continuous ongoing process. Process still in progress
D) Planning and establishment of public relation and information system	7-21-75	7-21-75	6-25-76	4-24-76	See dissemination activities
E) Planning in-service activities (for teachers)	7-28-75	8-6-75	6-13-76	6-30-76	Completed
F) Implementation of in-service training activities (for teachers)	8-75	8-18-75	6-13-76	6-12-76	24 hours of in-service training successfully completed

MAJOR ACTIVITIES

Overall Process	Projected Initiation Date	Actual Initiation Date	Projected Completion Date	Actual Completion Date	Final Status
G) Designation and selection of interanl evaluators	7-1-75	7-1-75	8-11-75	8-6-75	Completed
H) Designation and selection of 3rd party evaluator	7-1-75	7-1-75	8-11-75	8-10-75	Completed
I) Pre-testing	9-75	10-13-75	9-75	12-5-75	Completed
Post-testing	5-76	5-3-76	5-30-75	6-7-76	Completed
Data Analysis	6-76	6-15-76	7-76	7-30-75	Data analyzed and completed
J) Third party (external) semi-annual	12-75	12-75	12-75	1-76	Semi-annual evaluation completed
Final	6-76	6-76	6-15-76	6-8-76	Final evaluation team visit completed, report finalized
K) Distribution of career education materials to elementary, middles and high school teachers	9-75	8-28-75	9-75	9-17-75	Material distributed continually throughout year

9. Major Activities

These were the major learner outcome objectives of 1975-76 at "I Believe in Kids:"

- 1) An increased self-awareness and career awareness on the part of students in grades K-5.
- 2) An increased self-awareness and increased in-depth knowledge of careers in the five clusters of Agri-business and Natural Resources, Business and Office, Communications and Media, Construction and Health on the part of students in grades 6-8.
- 3) An increased career maturity, an increased knowledge of career training opportunities (availability of training) in Florida, and an improvement in decision making, self-appraisal, goal selection, planning and problem solving skills on the part of students in grades 9-12.
- 4) A decrease in the stereotyping of occupations to sex and race on the part of students in grades K-12
- 5) An increased parental (public) awareness of the career education movement in general, and of the Jefferson County Career Education Project (IBK), and an increased parental support of Jefferson County School Programs.

Major Accomplishments

- A. An increased self-awareness and career awareness of students in grades K-5.

Note: These are in addition to those listed in the interim report completed in January, 1976.

1. Twenty four hours of in-service training activities were provided for 25 elementary teachers (1 elementary counselor

included) at Jefferson Elementary School, including 1 EMR, 1 SLD and 1 self-contained teacher. (This is 14 hours training added to the 10 hours reported in the interim report.

2. Six career oriented field trips were coordinated in addition to the 6 completed prior to the interim report for a total of 12 for the school year.
3. Thirty five resource representations were coordinated.
4. Available "Activity Logs" were collected from teachers and counselors.
5. "Activity Logs" were analyzed and decoded.
6. Elementary teachers were directly assisted with the development and implementation of career education activities in their classrooms, both upon request and as a regular routine.

- B. An increased self-awareness and an increased in-depth knowledge of careers in the five clusters of Agri-business and Natural Resources, Business and Office, Communications and Media, Construction, and Health on the part of students in grades 6-8.

Note: These are in addition to those accomplishments listed in the interim report completed in January, 1976.

1. Twenty four hours of in-service training activities were provided for 20 middle school teachers including 1 counselor, 2 SLD teachers, 1 self-contained teacher, and 1 EMR teacher. This is an addition of 14 hours of training to the 10 hours listed in the interim report.
2. Monthly meetings were conducted with the Howard Middle School Career Club for the purpose of exploring different cluster areas each month. Activities included filmstrip presentations

and discussions of career goals and career opportunities.

3. Career oriented field trips and 14 career oriented presentations by resource persons were coordinated.
 4. Participating teachers were directly assisted with the implementation of career education activities within their respective classrooms both upon request and as a regular routine.
 5. Available career education activity logs from middle school teachers were collected.
- C. An increase career maturity, an increased knowledge of careers, an increased knowledge of training opportunities in Florida, and an improvement in decision making, self-appraisal, goal selection, planning and problem solving skills on the part of students in grades 9-12.

Note: These are in addition to the accomplishments listed in the interim report completed in January, 1976.

1. We provided 24 hours of career education in-service training activities for 23 teachers at Jefferson County High School, including 3 EMR teachers, 2 counselors, college prep and vocational education teachers. This is 14 hours in addition to the 10 hours reported in the interim report of January, 1976.
2. Both upon request and as a regular routine, we provided direct assistance to the teachers in the implementation of career education activities within the classroom.
3. In addition to the Carnation Company brochure listed in the interim report, the following brochures and career

related information were distributed to Jefferson County High School Juniors and Seniors:

- "What you Should Know About Financing Your Car"
- "Your Future in the Field of Internal Auditing"
- "Ecology and Your Career"
- "Clerical Jobs and Your Career"
- "English and Your Career"
- "Foreign Languages and Your Career"
- "Liberal Arts and Your Career"
- "Mathematics and Your Career"
- "Outdoor Jobs and Your Career"
- "Repairman or Mechanic"
- "Science and Your Career"
- "Your Career in the Retail Car and Truck Business"
- "Facing Facts About Vocational Education and Your Career"
- "Florida State Law Enforcement Program"
- "Futures Unlimited in Executive Housekeeping"
- "Careers in Property and Liability Insurance"
- "After High School What?"

4. The Kuder Inventory was administered to special high school students and subsequently the inventory was analyzed with the results discussed with the students involved.
5. Job Corps representatives were contacted and conferences were held with interested students.
6. Copies of FLORIDA VIEW INFORMATION (VITAL INFORMATION FOR EDUCATION AND WORK) were made for interested students in grades 9-12.
7. All Jefferson County High School Juniors and Seniors were successfully surveyed with respect to their post-high school plans and compiled a detailed list of Florida Institutions by career area. (For example, students were informed of schools where training could be acquired in fields such as Medicine, Law, Engineering, Mortuary Science, etc.).
8. Six career related field trips were coordinated to the Florida Legislature (capitol), WCTV Channel 6 (Area TV Station),

Publix Supermarket, The Tallahassee Democrat (Newspaper), MacDonald's, and Tallahassee Municipal Airport, all in Tallahassee, Florida.

9. Twenty-two oriented presentations by resource persons were coordinated.
10. One set each of the following giant sized charts was distributed for use by the Jefferson County High School English Department and the Jefferson County High School Occupational Specialist:
 - a) Educational Requirements for Selected Occupations
 - b) Earnings by Occupation: Profit Making Industries
 - c) Earnings by Occupation: Non-Profit Organizations
 - d) Job-Search Pyramid: 15 Steps to Finding a Car
 - e) Lifetime Earnings and Educational Level
 - f) Apprenticeship: The Job Training Route to a Career
 - g) Employment Outlook by Occupations, 1972-1985 (I)
 - h) Employment Outlook by Occupations, 1972-1985 (II)
 - i) Liberal Arts: College Majors and Careers
 - j) Women in Careers: Relative Earnings, Education and Labor Force Participation
 - k) Summer Jobs: A Check List for Action
 - l) Leisure Activities and Careers
 - m) Tomorrow's Jobs: Six Trends with Implications for Career Planning
 - n) The Engineering Team: Opportunities for Engineers, Scientists, Technologists, Craftworkers, and Technicians
 - o) Jobs in Health: A Circle of Career Opportunities
- D. A decrease in the stereotyping of occupations to sex and race on the part of students in grades K-12. (For these accomplishments, please refer to Part 14: SPECIAL ACTIVITIES)
- E. An increased parental (public) awareness of the career education movement in general and of the Jefferson County Career Education Project and an increased parental support of Jefferson County School Program.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE: Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI- CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	0	1	566	224	0	791	42	10	538	435	356
MIDDLE/JUNIOR HIGH (7-9)	0	0	236	158	0	394	67	9	308	188	206
SENIOR HIGH (10-12)	0	0	332	174	6	512	25	12	435	243	269
2-YEAR COLLEGE	0	0	0	0	0	0	0	0	0	0	0
4-YEAR COLLEGE	0	0	0	0	0	0	0	0	0	0	0
ADULTS (non-matriculated)	0	0	10	4	0	14	0	0	12	4	10
SUB-TOTAL	0	1	1144	560	6	1711	134	31	1293	870	841
EDUCATIONAL PERSONNEL											
TEACHERS	0	0	23	40	0	63				16	47
COUNSELORS	0	0	2	3	0	6				1	4
ADMINISTRATORS	0	0	3	8	0	11				7	4
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	0	0	15	35	0	50					
PARENTS	0	0	35	23	0	53					
OTHER (specify)	0	0	0	0	0	0					
TOTAL	0	1	1222	669	6	1898					

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Note: These are additions to those accomplishments listed in the interim report of January, 1976.

1. Subsequent to the completion of our random parent survey to determine parent awareness of career education, of IBK, and their desire to be informed about career education, we set up home visits with 90 parents who had indicated an interest in the project and its activities. Of this number, 52 parents (families) were either visited or provided with detailed information about career education and IBK. The visits (made by the project director and the guidance counselor) involved making parents aware of the career education project and its activities as related to the regular school program, and of career education in general. Each visit included a discussion of parental involvement in the schools as volunteers, of parental involvement in the monitoring of student school performance and progress, and parental involvement and roles in the career development process. Each parent contacted was given a copy of the "Parent Roles in Career Development." During the visits, the project staff members recorded parental comments and reactions to career education and to the matter of school involvement. Following the home visits, a final survey was completed to determine how many parents wanted to become even more involved with the project and the schools.

11. Evaluation

There were no changes in our evaluation plan since the filing of

the interim (semi-annual) report of January, 1976.

Process Evaluation (Final)

Time Projected: 6-76

Time Accomplished: 6-8-76

Status: All Process (Third Party Evaluation Completed)

Product Evaluation:

The product evaluation plan was implemented as projected in the semi-annual report filed in January, 1976.

Post-Testing:

Time Projected: 5-1-76 to 5-30-76

Time Accomplished: 5-3-76 to 6-7-76

It is obvious that some of the problems that were experienced in administering the pre-tests were resolved. Although the actual completion date for the post-testing (6-7-76 instead of 5-30-76) extended 6 working days beyond the projected date, the post-testing took considerably less time than did the pre-testing. The following explains how this was accomplished.

1. To avoid logistical problems, the post-testing was scheduled on days when no other testing was in progress. This required a great amount of advanced scheduling and day-to-day communication between the project staff and the school principals.
2. Greater use was made of the project staff members and other district personnel to administer the post-tests, especially the very individualized elementary tests. During the post-tests phase

all three IBK staff members (Director, Resource Teachers, and Guidance Counselor), the School Based Counselors, a Psychologist from another federal project (ESAA SOS Student Alternative School) participated in elementary and middle school test administration.

3. Familiarity with the test instruments made test administration easier.
4. High School post-testing was facilitated by working through the school based guidance personnel for the purpose of scheduling the actual test dates.

Evaluation Procedures

The project evaluation was conducted at each grade level (K-12) and consisted of the one group pre/post test design. A control group was utilized for the previous year's project but was found infeasible. Jefferson County is a small system so that the implementation of a project such as "I Believe in Kids" renders it virtually impossible to maintain the integrity of a control group. A random sample of twenty-five pupils from each grade was selected for criterion measure collection. Additionally a pre/post community survey was completed.

Several areas directly related to the project objectives were selected for assessment. They were:

- 1) Self-Concept
- 2) Career Awareness
- 3) Occupational Stereotyping by Race
- 4) Occupational Stereotyping by Sex
- 5) Career Attitudes
- 6) Career Maturity

The instrumentation for the program is outlined as follows:

Self-Concept. For grades K-three the "I Feel . . . Me Feel" (Yeats and Bentley) was used. Essentially the instrument is graphical and requires no reading comprehension. The pupil is given a statement such as "When the teacher talks to me I feel" and a response elicited which ranges from very sad to very happy. For grades three through eight the appropriate version of the "How I See Myself Inventory" was used. It was developed by Ira J. Gordon of the Institute for Development of Human Resources, University of Florida. It yields five subscale scores: (1) Teacher-School, (2) Physical Appearance, (3) Interpersonal Adequacy, (4) Autonomy, (5) Academic Adequacy.

The attitude and competency test of the Career Maturity Inventory was used in grades nine through twelve. In addition to the attitude scale, the following scores are provided: (1) Knowing Yourself, (2) Knowing About Jobs,

STATISTICAL ANALYSIS

Tables to accompany this section
are located in Appendix A

The questionnaire is located in Appendix B

(3) Choosing a Job, (4) Looking Ahead, and (5) What Should They Do. The instrument was developed by John O. Crites and is published by the California Test Bureau/McGraw-Hill.

Career Awareness. The project staff constructed instruments to assess the degree to which pupils had increased their awareness of various aspects of occupations (Appendix A). Three versions were assembled: K-2, 3-5, 6-8, and 9-12.

Racial Stereotyping. Two instruments were constructed by the project staff (Appendix A). In each the pupils were asked to categorically specify whether several occupations were predominantly Black, white, or dominated by neither race. The survey instrument consisted of fifteen jobs for grades K-8 and twenty-five for grades 9-12.

Sex Role Stereotyping. The staff cast the instruments used for racial stereotyping data collection into a format appropriate for sex classification of occupations. The pupils were asked to indicate whether they felt that a particular job was predominantly female, male, or neither.

Career Attitudes and Maturity. At the high school level the emphasis of the education shifted from direct assessment of self-concept to measurement of the broad base of skills portrayed in the Career Maturity Battery. The instrument, however, has been described in the subsection under self-concept since it has been demonstrated that the data yielded by the instrument in certain respects pertain to self-concept.

The pretests were administered in September and October while the post test data were collected during May of the school year. As with most school-based evaluation studies, some attrition occurred between the pre and post

test administrations. This was slight in most cases. The one exception to this occurred at the third grade level where the racial stereotyping data were not available.

Additionally, a community-based parent survey was distributed prior to and upon completion of the project. The instrument dealt with their familiarity and awareness of the Jefferson County Program.

Frequency distributions for the item responses were constructed for both the pre and post tests for race and sex. Where non-categorical data were obtained (self-concept, career awareness, career maturity and career attitudes), a matched pair t test was completed.

Results

Kindergarten. At the kindergarten level two criterion measures were gathered--self-concept and career awareness. Inspection of Table 1 will reveal that there was no significant difference for self-concept (Pre $\bar{X}$ = 4.08, Post $\bar{X}$ = 4.05, P = .86). There was, however, a substantial and significant improvement in career awareness (Pre $\bar{X}$ = 11.12, Post $\bar{X}$ = 22.90, P = .00). The group showed a mean improvement of 11.78 points.

Grade One. Inspection of Tables 2 and 3 for first grade racial stereotyping of occupations will show that Dentist (63%), Doctor (75%), Lawyer (63%) and Principal (63%) were classified as primarily white. On the other hand Garbage Collector (42%) was classified as predominantly Black. The post test results revealed that, although those occupations were still considered predominantly white, there was some change in that more pupils considered them predominantly neither (Dentist 24%, Doctor 24%, Lawyer 12%). The major exception to this was noted in that more pupils (80%) considered

the principalship to be a predominantly white job. Inspection of Table 3 will show a general increase in the number of pupils who considered the occupations neither predominantly Black nor white.

Inspection of Table 4 will reveal clear sex stereotyping on the pretest with Cook (72%), Nurse (88%), and Teacher (76%) perceived as predominantly female and Bus Driver (88%), Doctor (68%), Fire Fighter (100%), Garbage Collector (92%), Judge (84%), Lawyer (84%), Preacher (100%), Truck Driver (96%) predominantly male. The post test results (Table 5) showed some decrease in the female stereotyping with the exception of Nurse which remained constant (88%). Those occupations considered predominantly male showed consistent reduction while there was generally a large increase in the proportion of pupils who considered the occupations to be neither male nor female oriented.

Table 6 showed very little improvement in self-concept (Pre $\bar{X}$ = 4.11, Post $\bar{X}$ = 4.14, P = .81). The career awareness measure, however, showed substantial improvement (Pre $\bar{X}$ = 16.00, Post $\bar{X}$ = 22.08, P = .00). On the average the first grade sample gained 6.08 items on the test.

Grade Two. Inspection of Tables 7 and 8 revealed on grade two that the only predominantly Black occupation was Garbage Collector (57%). Dentist (59%), Doctor (75%), Lawyer (57%), Principal (63%) and Teacher (52%) were considered predominantly white. The post test results (Table 8) showed no occupations to be predominantly Black and Doctor (64%), Preacher (62%) and Principal (80%) to be predominantly white. Once again there was a generally small increase in the proportion of students who considered the occupations neither.

The sex data for grade two (Tables 9 and 10) showed Cook (65%), Nurse (96%), Secretary (65%), and Teacher (61%) to be clearly associated with women and Dentist (77%), Fire Fighter (96%), Garbage Collector (96%), Judge (86%), Lawyer (83%), Police Officer (83%), Preacher (78%), Principal (70%), and Truck Driver (83%) to be male oriented. The post test data showed a decrease in the proportion of pupils classifying these jobs as female: Cook (39%), Nurse (70%), Secretary (52%), and Teacher (48%). A similar decrease was noted in that number of pupils who classified these jobs as male: Dentist (57%), Doctor (44%), Fire Fighter (83%), Garbage Collector (87%), Judge (74%), Lawyer (52%), Police Officer (65%), Preacher (61%), Principal (65%), Truck Driver (78%). Additionally it may be observed that there was a concomitant increase in the number of pupils who classified the occupations as neither.

The results of the pair comparisons for grade two may be observed in Table 11. There was little increase in the self-concept means (Pre $\bar{X}$ = 4.32, Post $\bar{X}$ = 4.43, P = .22). Once again there was a significant increase in the career awareness measure (Pre $\bar{X}$ = 20.82, Post $\bar{X}$ = 25.47, P = .00).

Grade Three. The results of the sex role stereotyping of occupations for grade three are presented in Tables 12 and 13. Greater dichotomy of choice on the pretest may be observed at this level. The occupations considered primarily female were: Cook (68%), Nurse (100%), Secretary (80%), and Teacher (92%). Those considered primarily male were: Bus Driver (68%), Dentist, (100%), Doctor (100%), Fire Fighter (100%), Garbage Collector (100%), Judge (92%), Lawyer (84%), Police Officer (96%), Preacher (96%), Principal (79%), and Truck Driver (100%). Inspection of Table 13 will reveal some

changes and some consistencies in the data. The Bus Driver position gravitated toward the neither position (39%). The Cook occupation became more predominantly female (85%). Doctor moderated slightly in that 77% ascribed maleness. The other positions remained fairly constant with the pretest results revealing a shocking change of Nurse to 100% male. It is important to note, however, that the third grade sex data show more clearcut patterns.

The self-concept data for the third grade (Table 14) revealed no significant changes in any of the subscales (Teacher-School Pre $\bar{X}$ = 26.13, Post $\bar{X}$ = 27.45, P = .22; Physical Appearance Pre $\bar{X}$ = 28.29, Post $\bar{X}$ = 29.95, P = .26; Interpersonal Adequacy Pre $\bar{X}$ = 68.29, Post $\bar{X}$ = 72.12, P = .19; Autonomy Pre $\bar{X}$ = 31.08, Post $\bar{X}$ = 29.42, P = .39; Academic Adequacy Pre $\bar{X}$ = 23.33, Post $\bar{X}$ = 25.29, P = .15. The career awareness inventory, however showed significant improvement from the pre to the post test (Pre $\bar{X}$ = 20.92, Post $\bar{X}$ = 25.79, P = .00).

Grade Four. The results of the grade four racial stereotyping data are presented in Tables 15 and 16. It may be noted that only one occupation, Cook (92%), was viewed as predominantly Black while none of the occupations were viewed as being predominantly white. The post test results revealed a similar trend in that most were viewed as neither. There was a slight decrease in the number of pupils who viewed Cook as Black (87%).

The sex role pretest data for grade four (Table 17) showed Nurse (85%) and Secretary (65%) to be viewed as primarily female. Dentist (81%), Doctor (58%), Fire Fighter (89%), Garbage Collector (92%), Judge (62%), Police Officer (65%), Preacher (69%), and Truck Driver (92%) were all viewed as predominantly male occupations on the pretest. The post test data showed

very slight decreases in female stereotyping for Nurse (79%) and Secretary (63%). Several of the occupations, however, previously classified as male were substantially reduced. Dentist, Police Officer and Preacher dropped to 56%, 50% and 50% respectively. Several of the jobs were no longer viewed as predominantly male: Doctor (42%), Judge (42%), and Truck Driver (36%). There was in the fourth grade a noticeable and substantial change from sex role stereotyping to declaring the occupations neither male nor female.

The pre/post tests for self-concept (Table 19) change revealed no significant improvement (Teacher-School Pre $\bar{X}$ = 26.08, Post $\bar{X}$ = 27.16, P = .33; Physical Appearance Pre $\bar{X}$ = 28.86, Post $\bar{X}$ = 30.54, P = .17; Interpersonal Adequacy Pre $\bar{X}$ = 66.25, Post $\bar{X}$ = 69.29, P = .18; Autonomy Pre $\bar{X}$ = 31.25, Post $\bar{X}$ = 33.95, P = .13; Academic Adequacy Pre $\bar{X}$ = 22.83, Post $\bar{X}$ = 23.67, P = .43). The career awareness measure revealed a significant difference in favor of the post test scores (Pre $\bar{X}$ = 28.54, Post $\bar{X}$ = 33.54, P = .00).

Grade Five. The fifth grade racial data on the pretest (Table 20) showed that Dentist (52%) was the only occupation that was considered marginally white. On the pretest many jobs were considered predominantly neither. The post test data showed a slight increase in the incidence of white stereotyping (Dentist 52%, Fire Fighter 52%, Garbage Collector 52%, and Preacher 52%). The general trend, however, of the fifth grade racial data was for the students to prefer the neither choice.

The pretest data for sex stereotyping (Table 22) revealed a clear female disposition for Cook (76%), Nurse (92%), Secretary (80%), Teacher (60%) and a male orientation for Dentist (88%), Fire Fighter (96%), Garbage Collector (100%), Judge (72%), Lawyer (56%), Police Officer (76%), Preacher (100%), and

Truck Driver (92%). The post test results revealed that none of the occupations were viewed as predominantly female and Dentist (56%) was viewed as a male occupation. There was a substantial increase in most occupations being as neither male nor female.

The self-concept measures revealed no significant differences in any of the subscores (Teacher-School Pre $\bar{X}$ = 23.88, Post $\bar{X}$ = 22.92, P = .35; Physical Appearance Pre $\bar{X}$ = 26.60, Post $\bar{X}$ = 26.12, P = .67; Interpersonal Adequacy Pre $\bar{X}$ = 62.72, Post $\bar{X}$ = 58.64, P = .24; Autonomy Pre $\bar{X}$ = 28.20, Post $\bar{X}$ = 29.84, P = .45; Academic Adequacy Pre $\bar{X}$ = 19.60, Post $\bar{X}$ = 20.72, P = .35). The career awareness test showed a significant difference in favor of the post test scores (Pre $\bar{X}$ = 22.96, Post $\bar{X}$ = 20.72, P = .00).

Grade Six. The sixth grade pretest race data (Table 25) showed Judge (71%) and Preacher (65%) to be viewed as particularly Black. Dentist (63%), Lawyer (54%), Nurse (61%), Principal (58%), and Secretary (54%) were viewed as white occupations, although the trend was not as strong as the earlier grades. The post test data (Table 26) showed Garbage Collector (64%) and Judge (68%) to be viewed as predominantly Black while Doctor (64%), Dentist (73%), Nurse (65%), Principal (64%), were viewed as white occupations. Relatively smaller amounts of racial stereotyping were realized in the sixth grade.

The sixth grade sex pretest data (Table 27) showed Cook (58%), Nurse (58%), and Secretary (82%) to be classified as female occupations. Those specified as predominantly male were: Dentist (63%), Fire Fighter (83%), Garbage Collector (75%), Police Officer (78%), Preacher (64%), and Truck Driver (73%). The post test data (Table 28) showed Cook (61%), Nurse (95%), Secretary (81%), and Teacher (71%) to be predominantly female. There was an

increase in female stereotyping. The post test male occupations were: Bus Driver (61%), Dentist (86%), Doctor (65%), Fire Fighter (74%), Garbage Collector (91%), Judge (73%), Lawyer (78%), Police Officer (77%), Preacher (91%), Principal (71%), and Truck Driver (77%)--once again a marked increase in sex role stereotyping. None of the occupations on the post test results were classified as predominantly neither.

For the sixth grade the self-concept data showed a significant difference favoring the pretest on Teacher-School ($\bar{X} = 24.04$, Post $\bar{X} = 21.63$, $P = .00$). The other subscales, however, revealed no differences (Physical Appearance Pre $\bar{X} = 26.92$, Post $\bar{X} = 25.33$, $P = .34$; Interpersonal Adequacy Pre $\bar{X} = 63.29$, Post $\bar{X} = 59.79$, $P = .33$; Autonomy Pre $\bar{X} = 31.33$, Post $\bar{X} = 29.96$, $P = .31$; Academic Adequacy Pre $\bar{X} = 22.83$, Post $\bar{X} = 21.37$, $P = .23$). In this case the career awareness inventory showed no significant gain from the pre to the post test (Pre $\bar{X} = 15.21$, Post $\bar{X} = 16.62$, $P = .26$).

Grade Seven. The seventh grade racial pretest data (Table 30) revealed that none of the occupations were classified as predominantly Black. Dentist (60%), Doctor (60%), and Judge (63%) were, however, viewed by the pupils as predominantly white occupations. The post test data (Table 31) once again showed none of the occupations to be classified as typically Black while Dentist (58%), Doctor (53%), and Judge (58%) were, with slight decreases, specified as white occupations. There was some increase in the number of jobs which were classified as neither Black nor white in their occupational orientation.

The seventh grade pretest data (Table 32) for sex role stereotyping showed Cook (74%), Nurse (74%), and Secretary (83%) to be classified as

female occupations. Dentist (80%), Doctor (67%), Fire Fighter (85%), Garbage Collector (95%), Judge (75%), Lawyer (70%), Police Officer (68%), Preacher (80%), Principal (56%) and Truck Driver (80%) were specified as being predominantly male occupations. Few of the occupations were classified as neither. The post data (Table 33) showed none of the jobs to be associated with women while five (Dentist 67%, Garbage Collector 67%, Judge 58%, Lawyer 56%, and Fire Fighter 78%) were still classified as male. There was, however, a drop in those percentages with a small increase in the neither category.

The self-concept measures showed no significant changes from the pre to post results (Teacher-School Pre $\bar{X}$ = 21.05, Post $\bar{X}$ = 18.10, P = .15; Physical Appearance Pre $\bar{X}$ = 26.45, Post $\bar{X}$ = 23.35, P = .19; Interpersonal Adequacy Pre $\bar{X}$ = 57.45, Post $\bar{X}$ = 49.00, P = .08; Autonomy Pre $\bar{X}$ = 28.50, Post $\bar{X}$ = 26.35, P = .38; Academic Adequacy Pre $\bar{X}$ = 20.00, Post $\bar{X}$ = 18.80, P = .57). The career awareness inventory also showed no significant changes from the pre to post test (Pre $\bar{X}$ = 21.35, Post $\bar{X}$ = 18.45, P = .26).

Grade Eight. The pretest racial data for the eighth grade (Table 35) showed Judge (74%), Police Officer (61%) and Preacher (68%) to be classified as predominantly Black while Dentist (83%), Doctor (78%), Lawyer (83%), Nurse (65%), and Principal (64%) were classified as white. The post test results showed Cook (63%), Garbage Collector (67%), Judge (79%), Police Officer (79%), and Preacher (70%) to be classified as Blacker--a substantial increase. Dentist (100%), Doctor (83%), Lawyer (96%), Nurse (83%), and Principal (78%) were specified white. Little increase in the classification of neither was recorded.

The pretest sex data (Table 37) showed Cook (83%), Nurse (100%), and Secretary (96%) to be female and Dentist (96%), Doctor (88%), Fire Fighter (100%), Garbage Collector (100%), Judge (92%), Lawyer (83%), Police Officer (92%), Preacher (92%), Principal (56%), and Truck Driver (92%) to be male occupations. The post test results (Table 38) revealed Cook (71%), Nurse (88%), Secretary (92%), and Teacher (52%) to be female and Dentist (100%) Doctor (87%), Fire Fighter (100%), Garbage Collector (92%), Judge (83%), Lawyer (88%), Preacher (83%), and Truck Driver (96%) to be male occupations. Apparently at the eighth grade level a good deal of sex role stereotyping persisted.

The self-concept results showed none of the scales to produce significant differences (Teacher-School Pre $\bar{X}$ = 21.71, Post $\bar{X}$ = 20.46, P = .10; Physical Appearance Pre $\bar{X}$ = 25.21, Post $\bar{X}$ = 26.25, P = .33; Interpersonal Adequacy Pre $\bar{X}$ = 62.16, Post $\bar{X}$ = 60.54, P = .42; Autonomy Pre $\bar{X}$ = 28.63, Post $\bar{X}$ = 29.33, P = .57; Academic Adequacy Pre $\bar{X}$ = 21.54, Post $\bar{X}$ = 21.25, P = .65). The career awareness results showed a significant improvement at this grade level (Pre $\bar{X}$ = 29.37, Post $\bar{X}$ = 38.08, P = .01).

Grade Nine. The pretest racial stereotyping data for grade nine (Table 40) showed that none of the occupations was classified as Black while Accountant (54%), Dentist (71%), Doctor (52%), Governor (71%), Judge (67%), and Newspaper Editor (54%) were classified as predominantly white. The post test data (Table 41) still showed no Black stereotyping while Accountant (52%) Dentist (57%), Doctor (52%), Governor (74%), Judge (70%) and Lawyer (61%) were classified as white occupations, although the trend was not as strong. There was an increase of from six to fifteen jobs which were classified as neither.

The pretest sex data (Table 42) showed Accountant (63%), Cashier (75%), Cook (71%), Dancer (75%), Fashion Designer (67%), Model (71%) and Nurse (87%) to be female while Athletic Director (79%), Bus Driver (57%), Carpenter (100%), Dentist (92%), Doctor (75%), Electrician (96%), Fire Fighter (100%), Garbage Collector (92%), Governor (92%), Judge (88%), Lawyer (75%), Minister (79%), Pharmacist (54%), Police Officer (88%), Principal (70%), and Truck Driver (75%) to be specified as male.

The post test data (Table 43) showed Cashier (59%), Dancer (52%), Fashion Designer (64%), Model (82%), and Nurse (86%) to be female. Athletic Director (64%), Carpenter (96%), Dentist (96%), Doctor (70%), Electrician (77%), Fire Fighter (86%), Garbage Collector (100%), Governor (91%), Judge (82%), Lawyer (59%), Minister (77%), Newspaper Editor (64%), Pharmacist (57%), Police Officer (86%), Principal (57%), Secretary (65%), and Truck Driver (72%) to be male occupations.

The Career Maturity Inventory showed a significant gain for the subscale "What They Should Do" (Pre $\bar{X}$ = 5.75, Post $\bar{X}$ = 7.21, P = .02). The other scales showed no significant increase (Attitude Pre $\bar{X}$ = 30.67, Post $\bar{X}$ = 29.21 P = .37; Knowing Yourself Pre $\bar{X}$ = 9.67, Post $\bar{X}$ = 8.96, P = .29; Knowing About Jobs Pre $\bar{X}$ = 11.42, Post $\bar{X}$ = 10.45, P = .21; Choosing a Job Pre $\bar{X}$ = 9.50, Post $\bar{X}$ = 9.29, P = .81; Looking Ahead Pre $\bar{X}$ = 9.36, Post $\bar{X}$ = 10.54, P = .15). The career awareness inventory showed a significant increase (Pre $\bar{X}$ = 2.67, Post $\bar{X}$ = 8.13, P = .00).

Grade Ten. The tenth grade pretest racial data (Table 45) showed Cook (65%) to be the only predominantly Black occupation. Dentist (52%) and Doctor (55%) were the two named predominantly white, and they were marginal. The post test (Table 46) showed Bus Driver (55%) and Cook (65%) to be

viewed as Black while Governor (65%) and Judge (63%) were chosen as white. A far greater number of occupations (eight) were chosen as neither.

The pretest sex stereotyping data (Table 47) revealed Carpenter (68%), Fashion Designer (68%), Model (77%), Nurse (77%), and Secretary (81%) to be predominantly female. The only occupations not considered male were Carpenter (23%), Fashion Designer (23%), Model (14%), Nurse (14%), and Secretary (10%). The post test data (Table 48) showed Carpenter (65%), Fashion Designer (65%), Model (75%), Nurse (76%), and Secretary (76%) to be female while the occupations not specified as male were Carpenter (10%) Fashion Designer (10%), Model (5%), Nurse (5%), and Secretary (5%). Few of the jobs were specified as neither.

The career maturity data showed no significant differences, although the "What Should I Do" scale was close (Pre $\bar{X}$ = 7.45, Post $\bar{X}$ = 8.68, P = .06). The remaining differences were randomly different from zero (Attitude Pre $\bar{X}$ = 28.73, Post $\bar{X}$ = 28.50, P = .76; Knowing Yourself Pre $\bar{X}$ = 10.32, Post $\bar{X}$ = 10.32, P = 1.00; Knowing About Jobs Pre $\bar{X}$ = 10.18, Post $\bar{X}$ = 10.81, P = .14; Choosing a Job Pre $\bar{X}$ = 9.95, Post $\bar{X}$ = 10.23, P = .68; Looking Ahead Pre $\bar{X}$ = 9.27, Post $\bar{X}$ = 9.81, P = .53). The career awareness inventory showed a significant gain (Pre $\bar{X}$ = 5.91, Post $\bar{X}$ = 16.91, P = .00).

Grade Eleven. The race pretest data for grade eleven (Table 50) showed none of the occupations to be classified as predominantly Black nor white. None of the jobs were racially stereotyped. A similar trend was noted with the post test data (Table 51) with the exception of a slight decrease in the neither category. There was virtually no racial stereotyping at the grade eleven level.

The pretest sex data (Table 57) showed Cashier (68%), Model (61%), Nurse (65%), and Secretary (73%) to be classified as female while Athletic Director (64%), Carpenter (74%), Dentist (77%), Doctor (64%), Electrician (61%), Fire Fighter (74%), Garbage Collector (87%), Governor (74%), Judge (64%), Minister (67%), Police Officer (65%), Principal (65%), Truck Driver (70%) were predominantly male in student orientation. The post test sex data showed Model (55%), Nurse (70%), and Secretary (56%) to be classified as female. Carpenter (67%), Dentist (52%), Electrician (67%), Fire Fighter (78%), Garbage Collector (86%), Governor (57%), Minister (55%), and Truck Driver (60%) as male.

The career maturity data showed that there were no significant pre/post increases (Attitude Pre $\bar{X}$ = 25.71, Post $\bar{X}$ = 24.79, P = .55; Knowing Yourself Pre $\bar{X}$ = 7.54, Post $\bar{X}$ = 6.75, P = .14; Knowing About Jobs Pre $\bar{X}$ = 9.12, Post $\bar{X}$ = 9.00, P = .83; Choosing a Job Pre $\bar{X}$ = 8.58, Post $\bar{X}$ = 8.25, P = .66; Looking Ahead Pre $\bar{X}$ = 7.29, Post $\bar{X}$ = 7.71, P = .54; What Should They Do Pre $\bar{X}$ = 6.71, Post $\bar{X}$ = 6.79, P = .86). The career awareness data once again showed a significant gain (Pre $\bar{X}$ = 5.46, Post $\bar{X}$ = 9.33, P = .03).

There is contained in Table 62 a summary of the evaluation results for grades K-8. A plus was awarded for race and sex if there was any decrease in sex or race attribution or an increase in the neither judgment. Self-concept and career awareness were awarded a plus if a statistically significant gain was awarded. It may be observed from Table 62 that the greatest success was achieved in career awareness and sex stereotyping. Only grades one, two, and seven indicated no improvement. Grades five, six and eight indicated some, if slight, increase in racial stereotyping. The self-concept data simply indicated no change. Grade six was the only level in which some improvement was not noted.

The pretest sex data (Table 52) showed Cashier (52%), Dancer (52%), Model (57%), Nurse (61%), and Secretary (68%) to be predominantly female while Accountant (57%), Athletic Director (52%), Carpenter (65%), Dentist (57%), Doctor (52%), Electrician (61%), Fire Fighter (74%), Garbage Collector (70%), Governor (65%), Judge (52%), Lawyer (69%), Minister (59%), Principal (60%) and Truck Driver (70%) to be predominantly male. None of the jobs were classified as neither.

The post test sex data (Table 53) revealed only Nurse (52%) and Secretary (52%) to be viewed as predominantly female while Carpenter (65%), Fire Fighter (65%), Garbage Collector (73%), Governor (57%), and Principal (64%) were classified as predominantly male. There was an increase from one to thirteen in the number of jobs classified as predominantly neither.

The career maturity data showed one subscale with a significant increase (Knowing Yourself Pre $\bar{X}$ = 9.21, Post $\bar{X}$ = 10.29, P = .05). The remaining differences were not significant although some were close (Attitude Pre $\bar{X}$ = 27.54, Post $\bar{X}$ = 28.83, P = .06; Knowing About Jobs Pre $\bar{X}$ = 10.29, Post $\bar{X}$ = 12.17, P = .64; Choosing a Job Pre $\bar{X}$ = 10.16, Post $\bar{X}$ = 11.13, P = .19; Looking Ahead Pre $\bar{X}$ = 9.50, Post $\bar{X}$ = 10.62, P = .09; What Should They Do Pre $\bar{X}$ = 8.00, Post $\bar{X}$ = 9.20, P = .09). The career awareness inventory showed a substantial increase (Pre $\bar{X}$ = 5.12, Post $\bar{X}$ = 15.12, P = .00).

Grade Twelve. The pretest racial data (Table 55) showed that none of the jobs were classified as Black nor white. All of them were viewed as neither. A slight retrenchment was noted on the post test data (Table 56) with Dentist (62%), Doctor (52%), and Governor (52%), being classified as white. There was, however, little racial stereotyping at the twelfth grade level.

There is contained in Table 63 a summary of the high school results. Once again the greatest improvement was realized for career awareness. Some gains were also realized for career maturity (one subscale for grades nine and eleven) and sex and race stereotyping. The greatest improvement was realized for grades nine and eleven, although some increase was realized at each.

Parent Survey

There is contained in Table 64 the results of the parent-based community survey. Of the 258 responses (325 mailed) 74% indicated that they were unaware of the project but 54% were familiar with the concept of career education. The largest percentage (34%) of those who indicated that they were aware of the project 67 (26%) indicated that they learned of it from sources other than the newspaper or radio.

The post results indicated that 60 of 73 returned questionnaires indicated parent interest in further information (80%). Two hundred thirty-six questionnaires were mailed out, however (return rate = 19%).

Conclusions and Recommendations

Within the limits of the evaluation design, it appears that the data indicate a good deal of success achieved by the project staff. It should be carefully noted, however, that no experimental procedures were accomplished. Experience with previous years' projects showed that it was virtually impossible to maintain a true experimental design so the pretest/post test design was selected.

Racial Stereotyping

Some success was achieved in reducing racial stereotyping with respect to certain occupations. Most of those improvements were realized at the early elementary levels and in the high school grades. This racial stereotyping data, however, showed the most retrenchment. There was some obvious stereotyping which existed. The professional occupations were considered white jobs and the non-professional were deemed Black. The greatest incidence of stereotyping occurred at the junior high level and the least in the high school grades.

Sex Role Stereotyping

The sex role data showed considerably more improvement than did the racial analysis. Eight of the twelve grades showed at least some favorable change. As a general note it appears that sexual stereotyping is much more entrenched than is the racial variety. Certain occupations are clearly viewed as female--Nurse, Secretary, Model--and others are clearly male--Truck Driver and Fire Fighter, for instance. The improvement yielded by the program resulted in some change in these staunchly held views.

Self-Concept, Career Maturity and Career Awareness

The self-concept data collected in connection with this project showed little in the way of change or improvement. It may be, in fact, quite naive to assume that self-concept changes will occur as a result of a career education project. Self-concept may not, in fact, be a viable construct to be evaluated. The same might be said for career maturity. The career awareness data showed the most notable improvement. Every grade level except two showed a significant improvement.

The internal evaluation of this project generally indicates a strong, favorable outcome. Improvements to some degree were noted in all of the constructs except self-concept.

Assessment

Results of on-site inspection and staff interviews

During the month of June 1976, the evaluation team made an on-site inspection of the project and conducted interviews with the administrative staff, teachers at representative grade and subject levels, and with representative members of the community. These interviews were structured for the dual purposes of evaluating the project in terms of the effectiveness of the program as well as in terms of staff involvement and effectiveness. In addition, it was felt that a subjective evaluation and analysis of the project prior to the completion of the statistical analysis would serve as a potentially beneficial cross check on the empirical evaluation of the project.

Accordingly, the persons interviewed, although the interviews were casual in nature, were questioned in such a fashion as to elicit information with respect to the basic objectives of the project with special emphasis on the perceived effectiveness of the program in helping to eliminate sexual and racial stereotypes in various careers. In addition, the choice of materials and techniques employed in the instructional program were carefully examined as was the effectiveness of the local dissemination efforts in achieving community involvement.

Eight classroom teachers were interviewed, including three primary teachers, kindergarten, grade one, and grade three, two middle school teachers, two high school teachers, one in business, the other

in English, and one special education teacher. All of these teachers expressed strong positive responses with respect to students' growth in awareness of career opportunities. The primary teachers, perhaps due to the age of their students offered no evaluation of their students' self concept development with respect to various careers. The middle school teachers felt slightly positive with respect to this question, while the high school teachers were split, one feeling that students would be willing to apply for careers that would have been perceived by earlier graduates as beyond their interest or capability, the other feeling that students were aware of the law of the land but cognizant of the difficulties in the realization of the promise within the context of their situation. The special education teacher expressed views, understandable in the context of the project as a whole and the realities of her instructional context, that she was primarily concerned with providing students with the skills to be self supporting within the limited career potential of her students. She expressed the sincere concern of preparing her students for gainful employment and of making them aware of career opportunities within the range of their abilities. In short, with respect to this aspect of the project, the informal interviews would tend to support the statistical evaluation fairly closely.

All teachers interviewed felt that the project had been very successful in reducing sex stereotyping with respect to careers. This, too would tend to substantiate the statistical data.

The results of the interviews indicated that the primary and middle school teachers perceived their students as having made improvements in their racial stereotyping of careers, while one high school

teacher was mildly positive with respect to this question, the other being decidedly pessimistic. The special education teacher expressed no opinion. Since these results, although not achieved on any scientific basis, do not correlate with the results achieved by the statistical data, this would appear to be an area of some concern at least in the area of instrumentation. That is, it may be the case that students as they mature tend to communicate views to adults that would reinforce the adults' views in direct situations while responding more accurately with respect to their own feelings in the impersonal situation of formal testing. At any rate, this evaluator would suggest a very careful evaluation in-depth of this question in further efforts.

All eight teachers expressed concern with respect to parent involvement and interest in the project, although they indicated that they felt that parents were positive in the responses they achieved. None of the teachers felt that parents were strongly concerned with academic success of their children or believed that their children would achieve career success. Since this problem seems, in the experience of this evaluator, to be typical of rural regions of the economic conditions characteristic of this system, it is likely that there has been insufficient time to make a sufficient impact on the adult community.

All eight teachers interviewed expressed strongly positive opinions with respect to the effectiveness of the project overall and extreme gratitude for the carefully chosen materials. All of the teachers interviewed have made creative and skillful adaptation of the career education materials within the general curriculum. In no

case, with the teachers interviewed, was this evaluator left with the impression that the last fifteen minutes before lunch on Friday were left for careers. Within this arbitrary sample, career education was an integral part of the curriculum.

All teachers expressed opinions that the project had been amply disseminated within the community and felt that at least the business community was positive in its reception of the program.

In conclusion, the instructional staff interviewed was enthusiastic, dedicated to the career success of their charges, generally perceptive of the human needs of the individuals within their domain. If these teachers are typical of all teachers in the county, then the population is well served by its professional educators.

The interviews with the administrative staff and the direct inspection of materials addressed the same questions and concerns as those concerns as those presented to the teachers interviewed. In general the responses substantiated both the statistical results and the opinions expressed by those teachers interviewed. The choice of materials and the dissemination efforts demonstrated a deep knowledge and wise choice of that which is available.

Since this evaluator is very familiar with the conditions prevailing in economically depressed rural schools and with the difficulties inherent in providing the children of such communities with the skills and courage to break out of their cultural heritage of accepting inferior careers. This project and its administrative and instructional staff are impressive in their dedication, skill, and motivation in seeking to break the mold. Both formal and informal

results substantiate these facts. Not only should they be thanked for their service, but commended highly for their skill. Although their efforts have not achieved perfection in a complex and difficult task, their model should serve as an inspiration.

12. Special Problems/Changes

During 1975-76, IBK made some progress in its effort to restore some semblance of cooperation and communication between the school and parents, and between the schools and the business-labor community. However, this progress was at a minimum and IBK sees the need for greater effort in this area in 1976-77. Among its 1976-77 objectives, IBK lists the following:

- 1) Increased parental and business-labor community support of/and involvement in career education.

As a result of its 1975-76 experiences IBK discovered that both parents and members of the business-labor community are generally favorable in their attitudes toward the public schools. Both parents and members of the business-labor community expressed a willingness to become involved in the schools. IBK sees as one of its important tasks during 1976-77, of convincing intra-school people (teachers and administrators) of the need to involve parents and the business-labor community in the schools. We propose to do this by means of presentations at P.T.A. meetings, parent/teacher conferences and in-service training session with teachers and administrators on community involvement and use of community resources.

13. Dissemination Activities

Note: These are in addition to those reported in the semi-annual report which covered the period 7-1-75 to 12-31-75. The following covers the period from 1-1-76 to 6-30-76.

1. A bi-monthly newsletter, "IBK News" (for January-February, March-April, May-June) was published and subsequently distributed to local civic, social and governmental organizations, to the Departments of Education of the 50 States, to the 66 other Florida districts (counties), to the OCE, to the 80 federally funded projects, to key legislators (local, state, and national), to Jefferson County faculty members, administrators, and non-instructional personnel, to the Governor of the State of Florida, and to the general public. The newsletter was hand delivered for local distribution, or distributed by local merchants, and the local Post Office. (The merchants and Post Office permitted us to leave stacks of the newsletter on the premises for free pick-up by patrons. In every instance the supply was quickly exhausted.) Copies of the newsletter are included in the Appendix.
2. A project brochure was printed and distributed to the audiences listed above. A copy is found in the Appendix.
3. During home visits and in live presentations, the following were distributed:
 - a) "Parents' Role in Career Development"
 - b) "Straight Answers on Career Education" by Dr. Kenneth Hoyt
 - c) "Career Education Elements" from Pro-Cess: An Introduction to Career Education, a publication of the Florida Department of Education and Florida State University

d) The U. S. Chamber of Commerce brochure

4. Early in February, 1976, the local newspaper, The Monticello News, changed ownership. The new owner-editor-publisher started a broader coverage of local news happenings. The impact of this broader coverage of local news resulted in IBK having fewer opportunities of publishing weekly articles in the "Career Corner" section. Often, articles submitted by IBK were as much as a month late in appearing in local print.
5. The IBK staff carried the IBK message to the following local organizations:

Monticello-Jefferson County Chamber of Commerce 1-20-76
 Monticello Civitan Club - 1-21-76
 Monticello JayCees - 2-2-76
 Howard Middle PTA - 2-16-76
 Monticello-Jefferson Kiwanis Club - 2-18-76
 Jefferson County School Board Advisory Committee (a parent group) - 3-2-76
 Jefferson County Commissioners - 3-3-76
 Jefferson Elementary PTA - 5-20-76
 Monticello City Council - 5-4-76
 Monticello Women's Club - 5-4-76
 Elizabeth M.B. Church - 6-24-76

The live presentations included:

- a) The showing of the film, "Career Education" Introduction by Dr. Kenneth Hoyt, by Olympus Publishing Company.
- b) A thorough description of the IBK model, activities, and objectives.
- c) Discussion of local involvement in Career Education activities.
- d) Distribution of appropriate literature.

- e) Distribution of the current "IBK Newsletter"
 - f) A question and answer period
6. For the dual purposes of informing others about IBK and of up-dating staff personnel skills, IBK staff members participated in the following conferences and seminars:
- a) Region 1 "Drive-In Vocational Conference" McClay Garderns, Tallahassee, Florida - Resource Teacher -(Patsy Reams) 4-12-76.
 - b) Classroom Presentation EMB 500: Career Education Program Planning, Florida State University, Tallahassee, Florida, Dr. Margaret Ferqueron, Professor (Patsy Reams, Resource Teacher, was enrolled in this class 4-6-76).
 - c) "Innovations in Education Conference" Department of Continuing Education, University of Florida, Gainesville, Florida - (Project Director and Guidance Counselor) 3-1976.
 - d) Conference on "Assessment in Career Education" Orlando, Florida, April, 1976 - (Project Guidance Counselor).
 - e) Leon County Work Experience Employer-Employee Banquet - Main Address, April 1976 - (Project Director)
 - f) Vocational/Technical Education Consortium of States (VTECS) Educational Materials Conference, Gulf Coast Community College, Panama City, Florida, April, 1976 - (Project Director).
 - g) State of Florida Annual Spring Career Education Conference, Tampa, Florida, May 1976 - (Project Director, Resource Teacher, Guidance Counselor) Note: At this conference, the Project Director was a member of a problem solving panel on Career Education.
 - h) National Directors' Conference on Career Education, Washington, D. C., May 1976 - (Project Director).
7. The IBK staff also supplied numerous visitors with assistance and information. These included:
- a) Col. W. H. Harrell - School Board Chairman

- b) Mr. William "Bill" Wooley, Director, Florida View Center, PANHANDLE AREA EDUCATIONAL COOPERATIVE, Chipley, Florida.
 - c) Mrs. Mettie Dowdell, EMR Coordinator, Decator County, Bainbridge, Georgia
 - d) Mrs. Bernice Riherd, Guidance Coordinator, Brooks County Schools, Quitman, Georgia
 - e) Mr. Gregory Moore, Former JCHS student, assistance to enroll in EMT (Emergency Medical Technician) training.
 - f) Mrs. Lutretia Norton, Parent
 - g) Mrs. Rose Mary Youman, Parent
 - h) Mrs. G. S. Jackson, Retired Teacher
 - i) Mrs. Martha H. Thomas, Former Student
 - j) Miss Lynn Johnson, Former JCHS Student
8. The project director visited two other districts to discuss IBK's procedures. These were: Suwanee High School, Live Oak, Florida and Madison High School, Madison, Florida.
9. IBK sent articles as follows for publications:
- a) Florida Vocational Journal (see Appendix)
 - b) Florida VIEWBRATIONS, Florida VIEW Center, Chipley, Florida (to appear in the October, 1976 issue).

14. Special Activities

1. IBK undertook the development of a slide program which highlights "successful" individuals/businesses in the Monticello-Jefferson County area. This proved to be a very time consuming task and even though many hours were devoted to it, as of this writing, it is not yet completed. The logistics of scheduling appointments

for interviews and filming and actually completing the filming and interviews were the main problems. As of this writing, 30 individuals in Jefferson County have been filmed and interviewed. These include:

- 1) A Black Construction Contractor
- 2) A Black Brick Mason
- 3) A Black Plumber
- 4) A Black Seamstress
- 5) A White Surveyor
- 6) A White Abstractor (female) who also owns and operators a sewing supply store)
- 7) A White District Coordinator of the local rural electrical Cooperative
- 8) A White County Sheriff
- 9) A White County Judge
- 10) A Black (female) Deputy Clerk (first of her race) in County
- 11) A Black Funderal Director
- 12) A Black Merchant and Laundro-Mat Operator
- 13) A White (female) Bank Cashier and Loan Officer (first of her sex in Monticello)
- 14) A Black Blacksmith
- 15) Two Black Service Stations owner/operators (Fina and Phillips 66 respectfully)
- 16) A White Tax Collector (female)
- 17) A White Clerk of the Circuit and Jefferson County Courts (female)
- 18) A White Machinist and Mechanic
- 19) A White Automobile Dealer (Ford)
- 20) A White County Forester
- 21) A White Supermarket Manager (Winn-Dixie)
- 22) A Black Nurse (female)
- 23) A Black Bank Teller (female and first of her race in County)
- 24) A White Insurance Agent (male)
- 25) A White Seamstress and retired Supermarket Cashier (female)
- 26) A White Insurance Dealer (an Independent Agent representing many companies)
- 27) A White Service Station Operator
- 28) A Black High School English Teacher (female)
- 29) A White Agricultural Research Scientist (male)
- 30) A Black Bus Driver and Mechanic (male)
- 31) A White Retired Air Force Navegator-Squadron Commander, who is presently a Baptist Minister

This activity constituted a dissemination activity because each interviewee was given a description of the project's activities and was given appropriate literature about career education. Every individual

interviewed indicated a strong intention to participate in any way with IBK and the schools upon request. Several other individuals have indicated a desire to participate in the slide program. It is around this nuclei of individuals that IBK plans to establish a closer involvement of the schools and the community. IBK projects the completion of this activity by 9-30-76. As to the interviews and filming procedures were concerned, they involved the recording of background information on the interviewee and the following questions and their responses:

a) "What have been the keys to your success in your field?"

b) "What advise would you pass on to today's students?"

Occasionally, as needed, the following question was included:

c) "What role do the three R's, reading, writing and arithmetic play in your life?"

At the conclusion of the interview, the individual was photographed usually in his/her place of work.

2. In an effort to combat race and sex stereotyping in career choice, IBK acquired and strategically placed the following materials:

a) ABT's Sex Fairness in Career Guidance (This kit was distributed to all school counselors - 1 elementary, 1 middle and 3 high school)

Note: IBK's Career Counselor also uses this kit in her counseling sessions.

b) The cassette-filmstrip series - "Black Americans at Work"

- c) Facts on Women Workers of Minority Races (A publication of the Women's Bureau, Department of Labor)
- d) Work Opportunities for Women in the 70's and Oportunidades de trabago por las mujeres durante las setentas (a publication of the Women's Bureau, Department of Labor)
- e) Contributions of Women in Aviation, Education, Science, Health - (books)
- f) Evaluating Sexism in Your School
- g) The filmstrip series "But What Can a Girl Do"
- h) The filmstrip series "Non-traditional Careers for Women" by the Associated Press
- i) The filmstrip series "You Can Be Anything (boys and girls)
- j) Financial Aid for Minority Students in Education (booklet)
- k) Financial Aid for Minority Students in Law (booklet)
- l) Financial Aid for Minority Students in Business (booklet)
- m) Financial Aid for Minority Students in Journalism/Communication (booklet)
- n1) "I Can Be Anything: Careers and Colleges for Young Women"- (filmstrip)
- n2) Black Community Helpers (puppet figures for elementary school)
- n3) Black Workers of the Community (elementary flannel board figures)
- o) One participating Howard Middle School 8th grade social studies teacher (Mr. Jack Crumity) taught a series of lessons on federal laws that prohibit discrimination

in educational and occupational opportunities such as:

- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- The Equal Pay Amendments of 1963
- Title IX of the Education Amendments of 1972

IBK undertook no in-service training in this category during 1975-76. However, this will be a major focus for 1976-77.

3. Special Activities for EMR - SLD - Self-Contained Students

- a) IBK recruited and provided in-service training to 2 elementary, 1 middle and 3 high school teachers of EMR students, 1 elementary and 2 middle school teachers of SLD students and 2 middle school teachers of self-contained classes.
- b) IBK staff members assisted some of the above teachers in the actual implimentation of activities in their classrooms.
- c) IBK acquired the following career oriented materials for use by middle and high school teachers of these special students:
 - 1) Preparing for the World of Work - a student worktext prepared specifically for these students by Frank C. Roskos and F. R. Publications. This vital worktext cover such vital subjects as: Social Security, Why People Work, Interest, Aptitude and Skill, Job Selection, Locating Employers, Letters of Application, Job Application Forms, Job Interview, Failure to Get Work, Work Permits, Federal Income Tax, Labor Unions, Fringe Benefits, Job Responsibilities
- d) Elementary Infoo - transparencies - fiche card occupational

information kits for grades 4-6. This material is useful in individualized and group instruction. It treats careers found in the 15 U.S.O.E clusters. It is exploratory in nature and focuses the students' attention on the characteristics of a given career, the advantages and disadvantages of the career, the educational or training requirements of the career, and desirable characteristics of persons considering the career.

- e) Suggestions For Success - Career Education for the Special Student - by Richard Howard, Ms. Mary Joe Deaver, Ms. Janice Ford and Curriculum Development and Research, Inc.

4. The Career Project Director and personnel participated as a support unit in the ESSA-SOS Project Human Relations Component. This component was designed to serve the student population in the area of race relations and disruptive activities. The component was designed to prepare students to: 1) handle conflicts, anger, and hostility; 2) distinguish between racially oriented and non-racially oriented conflicts; 3) identify with and respect each other as fellow human beings; and 4) reduce disruptive incidents between students, teachers, and administrators. The specific activities the project staff engaged in were as follows:
1. To develop a system for identifying issues related to school disruptions and make recommendations for lessening the tension and if possible, avoiding crisis.

2. To identify the key persons involved in disruptive activities and persons capable of preventing disruption.
3. To identify external forces that are impinging on the situation.
4. To identify changes in opinion or atmosphere at the school level.
5. To establish an organizational structure for problem solving and decision making, involving both faculty and administration.
6. To involve students in the establishment and publicizing of procedures through which they may voice complaints, express opinions, and make recommendations concerning school life.
7. To help establish clearly defined areas for students decision making, for students involvement in decision making and limitations on students' decision making.

15. Abstract

Population:

Jefferson County is very rural in nature; the economy is largely agrarian and the poverty level is high. Approximately fifty-six percent of the total population of 9,500 is black and forty four percent is white. Per capita income for 1972 was 1,960. Sixty three percent of the poor were non-white. Seventy five percent of the school population is black due to the high

rate of migration of young black adults from the county in search of employment as a result of the almost total lack of job opportunities within the County. This necessity to leave the area in search of employment makes career education crucial for students in the county system.

The students in the project were served by the three member central staff, sixty three teachers (23 black, 40 white), five counselors (2 black, 3 white), eleven administrators (3 black, 8 white). The project also involved 50 members of the business community (15 black and 35 white) and 241 parents (155 black and 86 white).

Objectives:

Accordingly, the major objectives of the project which was designed to address the needs of the community were: 1) to increase self-awareness and career awareness in grades K-5; 2) to increase self-awareness and to increase knowledge of careers in the clusters of Agri-Business and Natural Resources, Business and Office, Communications and Media, Construction, and Health in grades 6-8; 3) to increase career maturity, knowledge of training opportunities, and to improve career related decision making skills in grades 9-12; 4) to decrease sex and race stereotyping related to careers in grades K-12, and 5) to increase public awareness of career education and public support of school programs in Jefferson County.

Procedures:

In-Service training was provided throughout the school year for teachers in the system. Twenty-five elementary school teachers received twenty-four hours of training as did twenty middle school and twenty-three high school teachers. The project staff procured a wide variety of career related materials and distributed them to teachers for instructional use, including a micro-fiche reader for the Florida VIEW system materials. Thirty-five resource persons presented career oriented presentations to students. A number of field trips within Jefferson County and to nearby Tallahassee were made to increase student awareness of careers. Coordination of career related school activities was maintained by close interaction by the project staff both on request and as a regular routine. A concentrated dissemination effort using a wide variety of media was made to increase public awareness of career education.

Instrumentation and Design:

In order to evaluate the success of the project, a variety of instruments were used as pre and post-tests. The Career Education Checklist of Jobs by Race was selected as a measure of racial stereotyping of careers. Sex role stereotyping was measured using a test developed by the project staff. Self-awareness was measured by the I Feel - Me Feel self concept test in grades K-2 and by the Gordon How I See Myself instrument in grades 3-8. Instruments were designed by the staff as measures of career

awareness for grades K-5 and 6-8. The decision making section of the Career Maturity Inventory was used in grades 9-12. Knowledge of career training opportunities in Florida was measured using the Career Education Inventory of Florida Institutions. Public awareness of career education was measured using the Career Education Survey for Parents.

Given the size and nature of project, it was impossible to expect that control group integrity could be maintained. Therefore, twenty five subjects were randomly selected from each grade level in grades K-12 and were administered the appropriate instruments as pre and post-test measures of the constructs being assessed. For those data known to be interval in nature, a matched pair "t" test was used as a test of significance; for data known to be categorical in nature, a chi-square contingency test was employed.

Results:

The results of the project indicated that the procedures were highly successful in achieving the desired objectives. Career awareness, maturity, and knowledge showed significant changes for the groups concerned. Race and sex stereotyping showed decrease in the elementary grades and in high school, but there was retrenchment in the middle school, an indication of the difficulty of effecting changes in these areas. Public awareness in the business community and middle income population increased, although changes were less marked with lower income parents.

APPENDIX A

Table 1
Results of the Pair Comparisons
for Kindergarten (N = 24)

Test		$\bar{X}$	SD	MD	DF	t	SIG
I Feel Me Feel	Pre	4.08	.65	.03	23	.17	.86
	Post	4.05	.62				
Career Awareness Inventory	Pre	11.12	6.24	11.78	23	12.47	.00
	Post	22.90	5.16				

Table 2

Job Roll Checklist Race

Grade: 1 Pre N = 24

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	5	20.8	17	70.8	2	8.3
2. Cook	11	45.8	10	41.7	3	12.5
3. Dentist	7	29.2	15	62.5	2	8.3
4. Doctor	3	12.5	18	75.0	3	12.5
5. Fire Fighter	9	37.5	12	50.0	3	12.5
6. Garbage Collector	10	41.7	10	41.7	4	16.7
7. Judge	10	43.5	11	47.8	2	8.7
8. Lawyer	7	29.2	15	62.5	2	8.3
9. Nurse	3	34.8	12	52.2	8	13.0
10. Police Officer	13	54.2	8	33.3	3	12.5
11. Preacher	5	21.7	15	65.2	3	13.0
12. Principal	5	20.8	15	62.5	4	16.7
13. Secretary	1	4.2	20	83.3	3	12.5
14. Teacher	15	65.2	6	26.1	2	8.7
15. Truck Driver	7	29.2	13	54.2	4	16.7

Table 3

Job Roll Checklist Race

Grade: 1 Post N = 25

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	11	44.0	6	24.0	8	32.0
2. Cook	11	44.0	8	32.0	6	24.0
3. Dentist	4	16.0	15	60.0	6	24.0
4. Doctor	3	12.0	16	64.0	6	24.0
5. Fire Fighter	6	24.0	13	52.0	6	24.0
6. Garbage Collector	10	40.0	10	40.0	5	20.0
7. Judge	9	36.0	12	48.0	4	16.0
8. Lawyer	4	16.0	18	72.0	2	12.0
9. Nurse	8	32.0	12	48.0	5	20.0
10. Police Officer	12	48.0	10	40.0	3	12.0
11. Preacher	5	20.0	15	60.0	5	20.0
12. Principal	2	8.0	20	80.0	3	12.0
13. Secretary	7	28.0	12	48.0	6	24.0
14. Teacher	0	00.0	11	45.8	13	54.2
15. Truck Driver	9	36.0	10	40.0	6	24.0

Table 4

Job Roll Checklist Sex

Grade: 1 Pre N = 25

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	0	00.0	22	88.0	3	12.0
2. Cook	18	72.0	6	24.0	1	4.0
3. Dentist	6	24.0	16	64.0	3	12.0
4. Doctor	5	20.0	17	68.0	3	12.0
5. Fire Fighter	0	00.0	25	100.0	0	00.0
6. Garbage Collector	1	4.0	23	92.0	1	4.0
7. Judge	3	12.0	21	84.0	1	4.0
8. Lawyer	2	8.0	21	84.0	2	8.0
9. Nurse	22	88.0	3	12.0	0	00.0
10. Police Officer	2	8.0	23	92.0	1	00.0
11. Preacher	0	00.0	25	100.0	0	00.0
12. Principal	4	16.0	21	84.0	0	00.0
13. Secretary	12	48.0	12	48.0	1	4.0
14. Teacher	19	76.0	4	16.8	2	8.0
15. Truck Driver	1	4.0	24	96.0	0	00.0

Table 5

Job Roll Checklist Sex

Grade: 1 Post N = 25

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	2	8.0	16	64.0	7	28.0
2. Cook	16	64.0	6	24.0	3	12.0
3. Dentist	4	16.0	16	64.0	5	20.0
4. Doctor	3	12.0	17	68.0	5	20.0
5. Fire Fighter	3	12.0	21	84.0	1	4.0
6. Garbage Collector	1	4.0	23	92.0	1	4.0
7. Judge	1	4.0	21	84.0	3	12.0
8. Lawyer	2	8.0	19	76.0	4	16.0
9. Nurse	22	88.0	1	4.0	2	8.0
10. Police Officer	0	00.0	20	80.0	5	20.0
11. Preacher	1	4.0	22	88.0	2	8.0
12. Principal	2	8.0	19	76.0	40	16.0
13. Secretary	10	40.0	9	36.0	6	24.0
14. Teacher	17	68.0	2	8.0	6	24.0
15. Truck Driver	2	8.0	21	84.0	2	8.0

Table 6
Results of the Pair Comparisons
for First Grade

Test		$\bar{X}$	SD	MD	DF	t	SIG
I Feel Me Feel	Pre	4.11	.65	.03	24	.24	.81
	Post	4.14	.67				
Career Awareness Inventory	Pre	16.00	4.82	6.08	24	6.51	.00
	Post	22.08	5.76				

Table 7

Job Roll Checklist Race

Grade: 2 Pre N = 23

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	8	34.8	4	17.4	11	47.8
2. Cook	5	21.7	9	39.1	9	39.1
3. Dentist	0	00.0	13	59.1	9	40.9
4. Doctor	3	12.5	18	75.0	3	12.5
5. Fire Fighter	5	21.7	8	34.8	10	43.5
6. Garbage Collector	13	56.5	1	4.3	9	39.1
7. Judge	6	26.1	8	34.8	9	39.1
8. Lawyer	4	17.4	13	56.5	6	26.1
9. Nurse	5	21.7	9	39.1	9	39.1
10. Police Officer	9	39.1	5	21.7	9	39.1
11. Preacher	8	36.4	5	22.7	9	40.9
12. Principal	5	20.8	15	62.5	4	16.7
13. Secretary	5	21.7	9	39.1	9	39.1
14. Teacher	3	34.8	12	52.2	8	34.8
15. Truck Driver	11	47.8	3	13.0	9	39.1

Table 8

Job Roll Checklist Race

Grade: 2 Post N = 23

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	9	39.1	4	17.4	10	43.5
2. Cook	4	17.4	9	39.1	10	43.5
3. Dentist	4	17.4	8	34.8	11	47.8
4. Doctor	3	12.0	16	64.0	6	24.0
5. Fire Fighter	11	47.8	1	4.3	11	47.8
6. Garbage Collector	10	43.5	3	13.0	10	43.5
7. Judge	6	26.1	6	26.1	11	47.8
8. Lawyer	5	21.7	9	39.1	9	39.1
9. Nurse	4	17.4	9	39.1	10	43.5
10. Police Officer	9	39.1	4	17.4	10	43.5
11. Preacher	4	17.4	8	61.5	11	47.8
12. Principal	2	8.0	20	80.0	3	12.0
13. Secretary	7	30.4	5	21.7	11	47.8
14. Teacher	3	13.0	9	39.1	11	47.8
15. Truck Driver	7	30.4	5	21.7	11	47.8

Table 9

Job Roll Checklist Sex

Grade: 2 Pre N = 22

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	1	4.3	13	56.5	9	39.1
2. Cook	15	65.2	2	13.0	5	21.7
3. Dentist	1	4.5	17	77.3	4	18.2
4. Doctor	6	26.1	11	47.8	6	26.1
5. Fire Fighter	1	4.3	22	95.7	0	00.0
6. Garbage Collector	1	4.5	21	95.5	0	00.0
7. Judge	0	00.0	19	86.4	3	13.6
8. Lawyer	3	13.0	19	82.6	1	4.3
9. Nurse	22	95.7	0	00.0	1	4.3
10. Police Officer	0	00.0	19	82.6	4	17.4
11. Preacher	0	00.0	18	78.3	5	21.7
12. Principal	0	00.0	16	69.6	7	30.4
13. Secretary	15	65.2	4	17.4	4	17.4
14. Teacher	14	60.9	1	4.3	8	34.8
15. Truck Driver	0	00.0	19	82.6	4	17.4

Table 10

Job Roll Checklist Sex

Grade: 2 Post N = 23

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	1	4.3	11	47.8	11	47.8
2. Cook	9	39.1	4	17.4	10	43.5
3. Dentist	0	00.0	13	56.5	10	43.5
4. Doctor	3	13.0	10	43.5	10	43.5
5. Fire Fighter	0	00.0	19	82.6	4	17.4
6. Garbage Collector	0	00.0	20	87.0	3	13.0
7. Judge	1	4.3	17	73.9	5	21.7
8. Lawyer	2	8.7	12	52.2	9	39.1
9. Nurse	16	69.6	1	4.3	6	26.1
10. Police Officer	0	00.0	15	65.2	8	34.8
11. Preacher	1	4.3	14	60.9	8	34.8
12. Principal	2	8.7	15	65.2	6	26.1
13. Secretary	12	52.2	3	13.0	8	34.8
14. Teacher	11	47.8	0	00.0	12	52.2
15. Truck Driver	0	00.0	18	78.3	5	21.7

Table 11
Results of the Pair Comparisons
for Grade Two (N = 23)

Test		$\bar{X}$	SD	MD	DF	t	SIG
I Feel Me Feel	Pre	4.32	.51	.11	22	1.26	.22
	Post	4.43	.48				
Career Awareness Inventory	Pre	20.82	5.73	4.64	22	4.40	.00
	Post	25.47	6.95				

Table 12

Job Roll Checklist Sex

Grade: 3 Pre N = 25

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	4	16.0	17	68.0	4	16.0
2. Cook	17	68.0	5	20.0	3	12.0
3. Dentist	0	00.0	25	100.0	0	00.0
4. Doctor	0	00.0	25	100.0	0	00.0
5. Fire Fighter	0	00.0	25	100.0	0	00.0
6. Garbage Collector	0	00.0	25	100.0	0	00.0
7. Judge	1	4.0	23	92.0	1	4.0
8. Lawyer	2	8.0	21	84.0	2	8.0
9. Nurse	25	100.0	0	00.0	0	00.0
10. Police Officer	1	4.0	24	96.0	0	00.0
11. Preacher	0	00.0	24	96.0	1	4.0
12. Principal	3	12.5	19	79.2	2	8.3
13. Secretary	20	80.0	4	16.0	1	4.0
14. Teacher	23	92.0	0	00.0	2	8.0
15. Truck Driver	0	00.0	25	100.0	0	00.0

Table 13

Job Roll Checklist Sex

Grade: 3 Post N = 13

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	2	15.4	6	46.2	5	38.5
2. Cook	11	84.6	0	00.0	2	15.4
3. Dentist	0	00.0	13	100.0	0	00.0
4. Doctor	2	15.4	10	76.9	1	7.7
5. Fire Fighter	0	00.0	13	100.0	0	00.0
6. Garbage Collector	0	00.0	13	100.0	0	00.0
7. Judge	0	00.0	9	69.2	4	30.8
8. Lawyer	2	15.4	9	69.2	2	15.4
9. Nurse	0	00.0	13	100.00	0	00.0
10. Police Officer	0	00.0	11	84.6	2	15.4
11. Preacher	0	00.0	12	92.3	1	7.7
12. Principal	2	15.4	8	61.5	3	23.1
13. Secretary	9	69.2	1	7.7	3	23.1
14. Teacher	10	76.9	0	00.0	3	23.1
15. Truck Driver	0	00.0	12	92.3	1	7.7

Table 14

Results of the Pair Comparisons for Grade Three (N = 24)

Test		$\bar{X}$	SD	MD	DF	t	SIG
<u>How I See Myself</u>							
Teacher-School	Pre	26.13	4.90	1.32	23	1.27	.22
	Post	27.45	3.93				
Physical Appearance	Pre	28.29	6.68	1.66	23	1.16	.26
	Post	29.95	5.97				
Interpersonal Adequacy	Pre	68.29	12.16	8.83	23	1.34	.19
	Post	72.12	10.75				
Autonomy	Pre	31.08	7.24	-1.66	23	.87	.39
	Post	29.42	7.40				
Academic Adequacy	Pre	23.33	5.18	1.97	23	1.51	.15
	Post	25.29	4.58				
Career Awareness Inventory	Pre	20.92	5.56	4.36	23	5.62	.00
	Post	25.79	9.82				

Table 15

Job Roll Checklist Race

Grade: 4 Pre N = 25

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	1	4.0	3	12.0	21	84.0
2. Cook	21	91.7	1	4.2	1	4.2
3. Dentist	1	4.2	2	8.3	21	87.5
4. Doctor	1	4.2	2	8.3	21	87.5
5. Fire Fighter	2	8.3	2	8.3	20	83.3
6. Garbage Collector	0	00.0	0	00.0	24	100.0
7. Judge	4	16.7	0	00.0	20	83.3
8. Lawyer	1	4.2	4	16.7	19	79.2
9. Nurse	1	4.2	3	12.5	20	83.3
10. Police Officer	3	12.5	0	00.0	21	87.5
11. Preacher	3	12.5	1	4.2	20	83.3
12. Principal	0	00.0	2	8.3	22	91.7
13. Secretary	0	00.0	1	4.2	23	95.8
14. Teacher	0	00.0	3	12.5	21	87.5
15. Truck Driver	0	00.0	1	4.2	23	95.8

Table 16

Job Roll Checklist Race

Grade: 4 Post N = 25

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	5	20.0	2	8.0	18	72.0
2. Cook	19	86.4	2	9.1	1	4.5
3. Dentist	0	00.0	8	36.4	14	63.6
4. Doctor	0	00.0	3	13.6	19	86.4
5. Fire Fighter	3	13.6	1	4.5	18	81.8
6. Garbage Collector	2	9.1	2	9.1	18	81.8
7. Judge	3	13.6	1	4.5	18	81.8
8. Lawyer	1	4.5	7	31.8	14	63.6
9. Nurse	0	00.0	4	18.2	18	81.8
10. Police Officer	2	9.1	2	9.1	18	81.8
11. Preacher	2	9.1	3	13.6	17	77.3
12. Principal	0	00.0	4	18.2	18	81.8
13. Secretary	2	9.1	3	13.6	17	77.3
14. Teacher	0	00.0	9	40.9	13	59.1
15. Truck Driver	1	4.5	3	13.6	18	81.8

Table 17

Job Roll Checklist Sex

Grade: 4 Pre N = 26

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	1	3.8	3	11.5	22	84.6
2. Cook	10	38.5	2	7.7	14	53.8
3. Dentist	0	00.0	21	80.8	5	19.2
4. Doctor	0	00.0	15	57.7	11	42.3
5. Fire Fighter	0	00.0	23	88.5	3	11.5
6. Garbage Collector	0	00.0	24	92.3	2	7.7
7. Judge	0	00.0	16	61.5	10	38.5
8. Lawyer	0	00.0	12	46.2	14	53.8
9. Nurse	22	84.6	0	00.0	4	15.4
10. Police Officer	0	00.0	17	65.4	9	34.6
11. Preacher	0	00.0	18	69.2	8	30.8
12. Principal	0	00.0	8	30.8	18	69.2
13. Secretary	17	65.4	0	00.0	9	34.6
14. Teacher	4	15.4	0	00.0	22	84.6
15. Truck Driver	0	00.0	23	92.0	2	8.0

Table 18

Job Roll Checklist Sex

Grade: 4 Post N = 24

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	0	00.0	1	4.2	23	95.8
2. Cook	2	8.3	0	00.0	22	91.7
3. Dentist	1	4.0	14	56.0	10	40.0
4. Doctor	0	00.0	10	41.7	14	58.3
5. Fire Fighter	0	00.0	22	91.7	2	8.3
6. Garbage Collector	0	00.0	22	91.7	2	8.3
7. Judge	0	00.0	10	41.7	14	58.3
8. Lawyer	0	00.0	4	16.7	20	83.3
9. Nurse	19	79.2	1	4.2	4	16.7
10. Police Officer	0	00.0	12	50.0	12	50.0
11. Preacher	0	00.0	12	50.0	12	50.0
12. Principal	0	00.0	2	8.3	22	91.7
13. Secretary	15	62.5	0	00.0	9	37.5
14. Teacher	2	8.3	0	00.0	22	91.7
15. Truck Driver	1	4.0	9	36.0	15	60.0

Table 19
Results of the Pair Comparisons for Grade Four (N = 24)

Test		$\bar{X}$	SD	MD	DF	t	SIG
<u>How I See Myself</u>							
Teacher-School	Pre	26.08	5.05	1.08	23	1.00	.33
	Post	27.16	4.19				
Physical Appearance	Pre	28.86	7.36	1.68	23	1.42	.17
	Post	30.54	6.81				
Interpersonal Adequacy	Pre	66.25	11.71	3.04	23	1.39	.18
	Post	69.29	9.51				
Autonomy	Pre	31.25	6.00	2.70	23	1.56	.13
	Post	33.95	10.80				
Academic Adequacy	Pre	22.83	5.48	.83	23	.80	.43
	Post	23.67	5.23				
Career Awareness Inventory	Pre	28.54	5.07	5.00	23	5.75	.00
	Post	33.54	1.11				

Table 20

Job Roll Checklist Race

Grade: 5 Pre N = 25

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	5	20.0	2	8.0	18	72.0
2. Cook	3	12.0	8	32.0	14	56.0
3. Dentist	0	00.0	13	52.0	12	48.0
4. Doctor	2	8.0	11	44.0	12	48.0
5. Fire Fighter	5	20.0	8	32.0	12	48.0
6. Garbage Collector	4	16.0	4	16.0	17	68.0
7. Judge	10	40.0	0	00.0	15	60.0
8. Lawyer	2	8.3	9	37.5	13	54.2
9. Nurse	2	8.0	10	40.0	13	52.0
10. Police Officer	12	48.0	5	20.0	8	32.0
11. Preacher	8	32.0	4	16.0	13	52.0
12. Principal	2	8.0	12	48.0	11	44.0
13. Secretary	0	00.0	8	32.0	17	68.0
14. Teacher	1	4.0	9	36.0	15	60.0
15. Truck Driver	5	20.0	5	20.0	15	60.0

Table 21

Job Roll Checklist Race

Grade: 5 Post N = 25

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	1	4.0	3	12.0	21	84.0
2. Cook	7	28.0	2	8.0	16	64.0
3. Dentist	2	8.0	13	52.0	10	40.0
4. Doctor	2	8.0	12	48.0	11	44.0
5. Fire Fighter	2	8.0	13	52.0	10	40.0
6. Garbage Collector	3	12.0	13	52.0	9	36.0
7. Judge	5	20.0	9	36.0	11	44.0
8. Lawyer	3	12.0	12	48.0	10	40.0
9. Nurse	11	44.0	2	8.0	12	48.0
10. Police Officer	3	12.0	6	24.0	16	64.0
11. Preacher	2	8.0	13	52.0	10	40.0
12. Principal	1	4.0	4	16.0	20	80.0
13. Secretary	8	32.0	4	16.0	13	52.0
14. Teacher	5	20.0	5	20.0	15	60.0
15. Truck Driver	3	12.0	11	44.0	11	44.0

Table 22

Job Roll Checklist Sex

Grade: 5 Pre N = 25

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	0	00.0	9	36.0	16	64.0
2. Cook	19	76.0	1	4.0	5	20.0
3. Dentist	0	00.0	22	88.0	3	12.0
4. Doctor	0	00.0	17	68.0	8	32.0
5. Fire Fighter	0	00.0	24	96.0	1	4.0
6. Garbage Collector	0	00.0	25	100.0	0	00.0
7. Judge	0	00.0	18	72.0	7	28.0
8. Lawyer	1	4.0	14	56.0	10	40.0
9. Nurse	23	92.0	0	00.0	2	8.0
10. Police Officer	0	00.0	19	76.0	6	24.0
11. Preacher	0	00.0	25	100.0	0	00.0
12. Principal	2	8.0	11	44.0	12	48.0
13. Secretary	20	80.0	1	4.0	4	16.0
14. Teacher	15	60.0	0	00.0	10	40.0
15. Truck Driver	0	00.0	23	92.0	2	8.0

Table 23

Job Roll Checklist Sex

Grade: 5 Post N = 25

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	1	4.0	2	8.0	22	88.0
2. Cook	6	24.0	3	12.0	16	64.0
3. Dentist	1	4.0	14	56.0	10	40.0
4. Doctor	2	8.0	10	40.0	13	52.0
5. Fire Fighter	8	32.0	9	36.0	8	32.0
6. Garbage Collector	5	20.0	10	40.0	10	40.0
7. Judge	4	16.0	5	20.0	16	64.0
8. Lawyer	3	12.0	10	40.0	12	48.0
9. Nurse	4	16.0	7	28.0	14	56.0
10. Police Officer	7	28.0	4	16.0	14	56.0
11. Preacher	5	20.0	12	48.0	8	32.0
12. Principal	1	4.0	12	48.0	12	48.0
13. Secretary	5	20.0	7	28.0	13	52.0
14. Teacher	2	8.0	6	24.0	17	68.0
15. Truck Driver	1	4.0	9	36.0	15	60.0

Table 24
Results of the Pair Comparisons for Grade Five (N = 25)

Test		$\bar{X}$	SD	MD	DF	t	SIG
<u>How I See Myself</u>							
Teacher-School	Pre	23.88	5.36	-.96	24	.96	.35
	Post	22.92	6.29				
Physical Appearance	Pre	26.60	6.51	-.48	24	.43	.67
	Post	26.12	6.87				
Interpersonal Adequacy	Pre	62.72	13.13	-4.08	24	1.20	.24
	Post	58.64	16.38				
Autonomy	Pre	28.20	7.94	1.64	24	-.77	.45
	Post	29.84	7.19				
Academic Adequacy	Pre	19.60	5.37	1.12	24	.95	.35
	Post	20.72	5.66				
Career Awareness Inventory	Pre	22.96	6.55	7.76	24	13.56	.00
	Post	30.72	6.52				

Table 25

Job Roll Checklist Race

Grade: 6 Pre N = 24

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	7	29.2	1	4.2	16	66.7
2. Cook	4	16.7	4	16.7	16	66.7
3. Dentist	1	4.2	15	62.5	8	33.3
4. Doctor	3	12.5	10	41.7	11	45.8
5. Fire Fighter	12	50.0	2	8.3	10	41.7
6. Garbage Collector	10	41.7	4	16.7	10	41.7
7. Judge	17	70.8	0	00.0	7	29.2
8. Lawyer	4	16.7	13	54.2	7	29.2
9. Nurse	4	17.4	14	60.9	5	21.7
10. Police Officer	13	54.2	6	25.0	5	20.8
11. Preacher	15	65.2	4	17.4	4	17.4
12. Principal	6	25.0	14	58.3	4	16.7
13. Secretary	4	16.7	13	54.2	7	29.2
14. Teacher	9	39.1	6	26.1	8	34.8
15. Truck Driver	11	47.8	4	17.4	8	34.8

Table 26

Job Roll Checklist Race

Grade: 6 Post N = 23

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	8	34.8	4	17.4	11	47.8
2. Cook	7	30.4	4	17.4	12	52.2
3. Dentist	1	4.5	16	72.7	1	4.5
4. Doctor	1	4.5	14	63.6	7	31.8
5. Fire Fighter	12	57.1	2	9.5	7	33.3
6. Garbage Collector	14	63.6	2	9.1	6	27.3
7. Judge	15	68.2	1	4.5	6	27.3
8. Lawyer	2	9.1	11	50.0	9	40.9
9. Nurse	2	10.0	13	65.0	5	25.0
10. Police Officer	10	47.6	1	4.8	10	47.6
11. Preacher	7	31.8	8	36.4	7	31.8
12. Principal	2	9.1	14	63.6	6	27.3
13. Secretary	2	9.1	13	59.1	7	31.8
14. Teacher	7	35.0	7	35.0	6	30.0
15. Truck Driver	11	50.0	4	18.2	7	31.8

Table 27

Job Roll Checklist Sex

Grade: 6 Pre N = 24

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	3	12.5	8	33.3	13	54.2
2. Cook	14	58.3	1	4.2	9	37.5
3. Dentist	1	4.2	15	62.5	8	33.3
4. Doctor	3	12.5	11	45.8	10	41.7
5. Fire Fighter	2	8.3	20	83.3	2	8.3
6. Garbage Collector	4	16.7	18	75.0	2	8.3
7. Judge	2	8.3	13	54.2	9	37.5
8. Lawyer	4	16.7	12	50.0	18	33.3
9. Nurse	14	58.3	5	20.8	5	20.8
10. Police Officer	0	00.0	18	78.3	5	21.7
11. Preacher	1	4.5	14	63.6	7	31.8
12. Principal	6	27.3	9	40.9	7	31.8
13. Secretary	18	81.8	2	9.1	2	9.1
14. Teacher	9	42.9	3	14.3	9	42.9
15. Truck Driver	1	4.5	16	72.7	5	22.7

Table 28

Job Roll Checklist Sex

Grade: 6 Post N = 23

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	1	4.3	14	60.9	8	34.8
2. Cook	14	60.9	3	13.0	6	26.1
3. Dentist	1	4.5	19	86.4	2	9.1
4. Doctor	1	4.3	15	65.2	7	30.4
5. Fire Fighter	1	4.3	17	73.9	5	21.7
6. Garbage Collector	0	00.0	19	90.5	2	9.5
7. Judge	2	9.1	16	72.7	4	18.2
8. Lawyer	1	4.3	18	78.3	4	17.4
9. Nurse	21	95.5	0	00.0	1	4.5
10. Police Officer	2	9.1	17	77.3	3	13.6
11. Preacher	0	00.0	19	90.5	2	9.5
12. Principal	2	9.5	15	71.4	4	19.0
13. Secretary	17	81.0	0	00.0	4	19.0
14. Teacher	15	71.4	1	4.8	5	23.8
15. Truck Driver	1	4.5	17	77.3	4	18.2

Table 29
Results of the Pair Comparisons for Grade Six (N = 24)

Test		$\bar{X}$	SD	MD	DF	t	SIG
<u>How I See Myself</u>							
Teacher-School	Pre	24.04	3.89	-2.41	23	-3.17	.00
	Post	21.63	5.83				
Physical Appearance	Pre	26.92	6.32	-1.59	23	- .98	.34
	Post	25.33	8.26				
Interpersonal Adequacy	Pre	63.29	8.31	-3.50	23	- .99	.33
	Post	59.79	16.55				
Autonomy	Pre	31.33	5.24	-1.37	23	-1.05	.31
	Post	29.96	8.81				
Academic Adequacy	Pre	22.83	5.16	-1.46	23	-1.23	.23
	Post	21.37	6.01				
Career Awareness Inventory	Pre	15.21	12.51	1.42	23	1.17	.26
	Post	16.62	13.78				

Table 30

Job Roll Checklist Race

Grade: 7 Pre N = 20

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	3	15.0	3	15.0	14	70.0
2. Cook	5	25.0	4	20.0	11	55.0
3. Dentist	2	10.0	12	60.0	6	30.0
4. Doctor	3	15.0	12	60.0	5	25.0
5. Fire Fighter	6	30.0	3	15.0	11	55.0
6. Garbage Collector	7	35.0	2	15.0	10	50.0
7. Judge	1	5.3	12	63.2	6	31.6
8. Lawyer	3	15.0	10	50.0	7	35.0
9. Nurse	8	40.0	3	15.0	9	45.0
10. Police Officer	8	42.1	2	10.5	9	47.4
11. Preacher	2	10.0	9	45.0	9	45.0
12. Principal	2	10.0	9	45.0	9	45.0
13. Secretary	4	20.0	4	20.0	12	60.0
14. Teacher	4	20.0	3	15.0	13	65.0
15. Truck Driver	4	21.1	3	15.8	12	63.2

Table 31

Job Roll Checklist Race

Grade: 7 Post N = 19

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	1	5.3	4	21.1	14	73.7
2. Cook	4	21.1	4	21.1	11	57.9
3. Dentist	0	00.0	11	57.9	8	42.1
4. Doctor	0	00.0	10	52.6	9	47.4
5. Fire Fighter	5	26.3	2	10.5	12	63.2
6. Garbage Collector	8	42.1	2	10.5	9	47.4
7. Judge	1	5.3	11	57.9	7	36.8
8. Lawyer	0	00.0	9	47.4	10	52.6
9. Nurse	6	33.3	0	00.0	12	66.7
10. Police Officer	7	38.9	2	11.1	9	50.0
11. Preacher	1	5.3	7	36.8	11	57.9
12. Principal	1	5.3	7	36.8	11	57.9
13. Secretary	0	00.0	7	36.8	12	63.2
14. Teacher	3	16.7	1	5.6	14	77.8
15. Truck Driver	2	11.1	4	22.2	12	66.7

Table 32

Job Roll Checklist Sex

Grade: 7 Pre N = 19

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	1	5.3	2	10.5	16	84.2
2. Cook	14	73.7	3	15.8	2	10.5
3. Dentist	1	5.0	16	80.0	3	15.0
4. Doctor	2	11.1	12	66.7	4	22.2
5. Fire Fighter	3	15.0	17	85.0	0	00.0
6. Garbage Collector	1	5.3	18	94.7	0	00.0
7. Judge	3	15.0	15	75.0	2	10.0
8. Lawyer	2	10.0	14	70.0	4	20.0
9. Nurse	14	73.7	4	21.1	1	5.3
10. Police Officer	1	5.3	13	68.4	5	26.3
11. Preacher	1	5.3	17	89.5	1	5.3
12. Principal	3	16.7	10	55.6	5	27.8
13. Secretary	15	83.3	3	16.7	0	00.0
14. Teacher	9	50.0	3	16.7	6	33.3
15. Truck Driver	1	5.0	16	80.0	3	15.0

Table 33

Job Roll Checklist Sex

Grade: 7 Post N = 18

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	3	16.7	5	27.8	10	55.6
2. Cook	8	44.4	4	22.2	6	33.3
3. Dentist	1	5.6	12	66.7	5	27.8
4. Doctor	2	11.1	9	50.0	7	38.9
5. Fire Fighter	1	5.6	14	77.8	3	16.7
6. Garbage Collector	1	5.6	12	66.7	5	27.8
7. Judge	1	5.9	10	58.0	6	35.3
8. Lawyer	3	16.7	10	55.6	5	27.8
9. Nurse	8	44.4	4	22.2	6	33.3
10. Police Officer	3	16.7	6	33.3	9	50.0
11. Preacher	4	23.5	7	41.2	6	35.3
12. Principal	4	23.5	4	23.5	9	52.9
13. Secretary	7	52.9	1	5.9	7	41.2
14. Teacher	6	33.3	5	27.8	7	38.9
15. Truck Driver	2	12.5	8	32.0	6	37.5

Table 35

Job Roll Checklist Race

Grade: 8 Pre N = 23

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	1	4.3	3	13.0	19	82.6
2. Cook	6	27.3	5	22.7	11	50.0
3. Dentist	0	00.0	19	82.6	4	17.4
4. Doctor	0	00.0	18	78.3	5	21.7
5. Fire Fighter	11	47.8	1	4.3	11	47.2
6. Garbage Collector	11	47.8	3	13.0	9	39.1
7. Judge	17	73.9	0	00.0	6	26.1
8. Lawyer	0	00.0	19	82.5	4	17.4
9. Nurse	1	4.3	15	65.2	7	30.4
10. Police Officer	14	60.9	0	00.0	9	39.1
11. Preacher	15	68.2	0	00.0	7	31.8
12. Principal	0	00.0	14	63.6	8	36.4
13. Secretary	2	8.7	6	26.1	15	65.2
14. Teacher	3	13.6	6	27.3	13	59.1
15. Truck Driver	2	8.7	9	39.1	12	52.2

Table 36

Job Roll Checklist Race

Grade: 8 Post N = 24

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Bus Driver	4	16.7	3	12.5	17	70.8
2. Cook	15	62.5	4	16.7	5	20.8
3. Dentist	0	00.0	24	100.0	0	00.0
4. Doctor	1	4.2	20	83.3	3	12.5
5. Fire Fighter	11	45.8	3	12.5	10	41.7
6. Garbage Collector	16	66.7	0	00.0	8	33.3
7. Judge	19	79.2	0	00.0	5	20.8
8. Lawyer	0	00.0	23	95.8	1	4.2
9. Nurse	0	00.0	19	82.6	4	17.4
10. Police Officer	19	79.2	0	00.0	5	20.8
11. Preacher	16	69.6	0	00.0	7	30.4
12. Principal	0	00.0	18	78.3	5	21.7
13. Secretary	0	00.0	11	45.8	13	54.2
14. Teacher	2	8.3	7	29.2	15	62.5
15. Truck Driver	8	33.3	2	8.3	14	58.3

Table 37

Job Roll Checklist Sex

Grade: 8 Pre N = 24

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	2	8.3	6	25.0	16	66.7
2. Cook	20	83.3	2	8.3	2	8.3
3. Dentist	0	00.0	23	95.8	1	4.2
4. Doctor	0	00.0	21	87.5	3	12.5
5. Fire Fighter	0	00.0	24	100.0	0	00.0
6. Garbage Collector	0	00.0	24	100.0	0	00.0
7. Judge	0	00.0	22	91.7	2	8.3
8. Lawyer	0	00.0	20	83.3	4	16.7
9. Nurse	24	100.0	0	00.0	0	00.0
10. Police Officer	0	00.0	22	91.7	2	8.3
11. Preacher	0	00.0	22	91.7	2	8.3
12. Principal	3	16.7	10	55.6	5	27.8
13. Secretary	23	95.8	0	00.0	1	4.2
14. Teacher	10	45.5	1	4.5	11	50.0
15. Truck Driver	0	00.0	22	91.7	2	8.3

Table 38

Job Roll Checklist Sex

Grade: 8 Post N = 24

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Bus Driver	2	8.3	8	33.3	14	58.3
2. Cook	17	70.8	4	16.7	3	12.5
3. Dentist	0	00.0	24	100.0	0	00.0
4. Doctor	1	4.3	20	87.0	2	8.7
5. Fire Fighter	0	00.0	24	100.0	0	00.0
6. Garbage Collector	0	00.0	22	91.7	0	00.0
7. Judge	0	00.0	20	83.3	4	16.7
8. Lawyer	2	8.3	21	87.5	1	4.2
9. Nurse	21	87.5	1	4.2	2	8.3
10. Police Officer	3	16.7	6	33.3	9	50.0
11. Preacher	1	4.2	20	83.3	3	12.5
12. Principal	4	23.5	4	23.5	9	52.9
13. Secretary	22	91.7	0	00.0	2	8.3
14. Teacher	12	52.2	1	4.3	10	43.5
15. Truck Driver	0	00.0	23	95.8	1	4.2

Table 39
Results of the Pair Comparisons for Grade Eight (N = 24)

Test		$\bar{X}$	SD	MD	DF	t	SIG
<u>How I See Myself</u>							
Teacher-School	Pre	21.71	4.56	-1.25	23	1.74	.10
	Post	20.46	3.48				
Physical Appearance	Pre	25.21	7.81	1.04	23	1.00	.33
	Post	26.25	4.96				
Interpersonal Adequacy	Pre	62.16	10.57	-1.62	23	.82	.42
	Post	60.54	8.70				
Autonomy	Pre	28.63	5.78	.70	23	.58	.57
	Post	29.33	4.42				
Academic Adequacy	Pre	21.54	4.11	-.29	23	-.45	.65
	Post	21.25	2.62				
Career Awareness Inventory	Pre	29.37	14.89	8.71	23	2.94	.01
	Post	38.08	18.27				

Job Roll Checklist Race

Grade: 9 Pre N = 24

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Accountant	1	4.2	13	54.2	10	41.7
2. Athletic Director	6	25.0	9	37.5	9	37.5
3. Bus Driver	12	50.0	1	4.2	11	45.8
4. Carpenter	6	25.0	8	33.3	10	41.7
5. Cashier	3	12.5	11	45.8	10	41.7
6. Cook	9	37.5	4	16.7	11	45.8
7. Dancer	9	37.5	7	29.2	8	33.3
8. Dentist	0	00.0	17	70.8	7	29.2
9. Doctor	1	4.3	12	52.2	10	43.5
10. Electrician	5	20.8	6	25.0	13	54.2
11. Fashion Designer	4	16.7	9	37.5	11	45.8
12. Fire Fighter	6	27.3	7	31.8	9	40.9
13. Garbage Collector	12	50.0	5	20.8	7	29.2
14. Governor	1	4.2	17	70.8	6	25.0
15. Judge	0	00.0	16	66.7	8	33.3
16. Lawyer	2	8.3	11	45.8	11	45.8
17. Minister	6	25.0	5	20.8	13	54.2
18. Model	3	12.5	8	33.3	13	54.2
19. Newspaper Editor	0	00.0	13	54.2	11	45.8
20. Nurse	2	8.3	8	33.3	14	58.3
21. Pharmacist	1	4.2	12	50.0	11	45.8
22. Police Officer	3	12.5	9	37.5	12	50.0
23. Principal	3	12.5	8	33.3	13	54.2
24. Secretary	3	13.0	7	30.4	13	56.5
25. Truck Driver	9	37.5	4	16.7	11	45.8

Job Roll Checklist Race

Grade: 9 Post N = 23

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Accountant	2	8.7	12	52.2	9	39.1
2. Athletic Director	4	17.4	7	30.4	12	52.2
3. Bus Driver	8	34.8	2	8.7	13	56.5
4. Carpenter	5	21.7	6	26.1	12	52.2
5. Cashier	1	4.3	9	39.1	13	56.5
6. Cook	10	45.5	2	9.1	10	45.5
7. Dancer	2	8.7	7	30.4	14	60.9
8. Dentist	0	00.0	13	56.5	10	43.5
9. Doctor	0	00.0	12	52.2	11	47.8
10. Electrician	2	8.7	4	17.4	17	73.9
11. Fashion Designer	1	4.3	8	34.8	14	60.9
12. Fire Fighter	4	17.4	5	21.7	14	60.9
13. Garbage Collector	9	40.9	3	13.6	10	45.5
14. Governor	0	00.0	17	73.9	6	26.1
15. Judge	1	4.3	16	69.6	6	26.1
16. Lawyer	0	00.0	14	60.9	9	39.1
17. Minister	4	17.4	6	26.1	13	56.5
18. Model	2	8.7	6	26.1	15	65.2
19. Newspaper Editor	2	9.1	8	36.4	12	54.5
20. Nurse	3	13.0	6	26.1	14	60.9
21. Pharmacist	1	4.3	9	39.1	13	56.5
22. Police Officer	2	8.7	9	39.1	12	52.2
23. Principal	2	8.7	9	39.1	12	52.2
24. Secretary	3	13.6	7	31.8	12	54.5
25. Truck Driver	4	18.2	5	22.7	13	59.1

Table 42

Job Roll Checklist Sex

Grade: 9 Pre N = 24

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Accountant	15	62.5	5	20.8	4	16.7
2. Athletic Director	1	4.2	19	79.2	4	16.7
3. Bus Driver	1	4.3	13	56.5	9	39.1
4. Carpenter	0	00.0	24	100.0	0	00.0
5. Cashier	18	75.0	1	4.2	5	20.8
6. Cook	17	70.8	2	8.3	5	20.8
7. Dancer	18	75.0	0	00.0	6	25.0
8. Dentist	0	00.0	22	91.7	2	8.3
9. Doctor	0	00.0	18	75.0	6	25.0
10. Electrician	0	00.0	23	95.8	1	4.2
11. Fashion Designer	16	66.7	2	8.3	6	25.0
12. Fire Fighter	0	00.0	24	100.0	0	00.0
13. Garbage Collector	2	8.3	22	91.7	0	00.0
14. Governor	0	00.0	22	91.7	2	8.3
15. Judge	0	00.0	21	87.5	3	12.5
16. Lawyer	0	00.0	18	75.0	6	25.0
17. Minister	2	8.3	19	79.2	3	12.5
18. Model	17	70.8	2	8.3	5	20.8
19. Newspaper Editor	3	13.0	15	13.0	5	21.7
20. Nurse	20	87.0	1	4.3	2	8.7
21. Pharmacist	4	16.7	13	54.2	7	29.2
22. Police Officer	0	00.0	21	87.5	3	12.5
23. Principal	2	8.7	16	69.6	5	21.7
24. Secretary	1	4.0	10	40.0	14	56.0
25. Truck Driver	2	8.3	18	75.0	4	16.7

Table 43

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Job Roll Checklist Sex

Grade: 9 Post N = 22

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Accountant	8	34.8	6	27.3	8	36.4
2. Athletic Director	1	4.5	14	63.6	7	31.8
3. Bus Driver	4	17.4	9	39.1	10	43.5
4. Carpenter	0	00.0	21	95.5	1	4.5
5. Cashier	13	59.1	3	13.6	6	27.3
6. Cook	8	36.4	4	18.2	10	45.4
7. Dancer	11	52.4	4	19.0	6	28.6
8. Dentist	0	00.0	21	95.5	1	4.5
9. Doctor	0	00.0	16	76.2	5	23.8
10. Electrician	2	9.5	16	76.2	3	14.3
11. Fashion Designer	14	63.6	3	13.6	5	22.7
12. Fire Fighter	1	4.5	19	86.4	2	9.1
13. Garbage Collector	0	00.0	22	100.0	0	00.0
14. Governor	0	00.0	20	90.9	2	9.1
15. Judge	0	00.0	18	81.8	4	18.2
16. Lawyer	1	4.5	13	59.1	8	36.4
17. Minister	2	9.1	17	77.3	3	13.6
18. Model	18	81.8	2	9.1	2	9.1
19. Newspaper Editor	2	9.1	14	63.6	6	27.3
20. Nurse	19	86.4	1	4.5	2	9.1
21. Pharmacist	2	9.5	12	57.1	7	33.3
22. Police Officer	0	00.0	19	86.4	3	13.6
23. Principal	2	9.5	12	57.1	7	33.3
24. Secretary	3	13.0	15	65.2	5	21.7
25. Truck Driver	0	00.0	15	71.5	6	28.6

Table 44
Results of the Pair Comparisons for Grade Nine (N = 24)

Test		$\bar{X}$	SD	MD	DF	t	SIG
<u>Career Maturity Inventory</u>							
Attitude Survey	Pre	30.67	7.29	-1.46	23	- .91	.37
	Post	29.21	6.43				
Knowing Yourself	Pre	9.67	3.96	- .71	23	-1.08	.29
	Post	8.96	4.37				
Knowing About Jobs	Pre	11.42	3.74	- .96	23	-1.31	.21
	Post	10.45	4.55				
Choosing a Job	Pre	9.50	2.86	- .21	23	- .25	.81
	Post	9.29	3.83				
Looking Ahead	Pre	9.36	4.10	1.67	23	1.48	.15
	Post	10.54	4.32				
What They Should Do	Pre	5.75	3.04	1.46	23	2.58	.02
	Post	7.21	3.75				
Career Awareness Inventory	Pre	2.67	4.85	5.46	23	3.27	.00
	Post	8.13	7.56				

Job Roll Checklist Race

Grade: 10 Pre N = 21

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Accountant	3	14.3	7	33.3	11	52.4
2. Athletic Director	4	36.8	3	15.8	9	47.4
3. Bus Driver	10	47.6	2	9.5	9	42.9
4. Carpenter	9	42.9	4	19.0	8	38.1
5. Cashier	8	23.8	8	38.1	8	38.1
6. Cook	13	65.0	2	10.0	5	25.0
7. Dancer	7	33.3	6	28.6	8	38.1
8. Dentist	3	14.3	11	52.4	7	33.3
9. Doctor	3	15.0	11	55.0	6	30.0
10. Electrician	2	10.5	9	47.4	8	42.1
11. Fashion Designer	7	33.3	5	23.8	9	42.9
12. Fire Fighter	3	14.3	9	42.9	9	42.9
13. Garbage Collector	8	42.1	4	21.1	7	36.8
14. Governor	4	44.4	12	57.1	5	23.8
15. Judge	5	23.8	9	42.9	7	33.3
16. Lawyer	5	23.8	8	38.1	8	38.1
17. Minister	7	33.3	4	19.0	10	47.5
18. Model	8	38.1	6	28.6	8	38.1
19. Newspaper Editor	3	14.3	10	47.6	8	38.1
20. Nurse	5	23.8	3	14.3	13	61.9
21. Pharmacist	3	14.3	7	33.3	11	52.4
22. Police Officer	3	14.3	7	33.3	11	52.4
23. Principal	5	25.0	4	20.0	11	55.0
24. Secretary	3	15.0	8	40.0	9	45.0
25. Truck Driver	8	40.0	4	20.0	8	40.0

Job Roll Checklist Race

Grade: 10 Post N = 20

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Accountant	3	15.0	10	50.0	7	35.0
2. Athletic Director	3	15.0	6	30.0	11	55.0
3. Bus Driver	11	55.0	1	5.0	8	40.0
4. Carpenter	3	15.0	7	35.0	10	50.0
5. Cashier	5	25.0	7	35.0	8	40.0
6. Cook	13	65.0	1	5.0	6	30.0
7. Dancer	7	35.0	6	30.0	7	35.0
8. Dentist	2	10.0	10	50.0	8	40.0
9. Doctor	2	10.0	10	50.0	8	40.0
10. Electrician	3	15.0	9	45.0	8	40.0
11. Fashion Designer	3	15.0	8	40.0	9	45.0
12. Fire Fighter	1	5.0	7	35.0	12	60.0
13. Garbage Collector	7	35.0	3	15.0	10	50.0
14. Governor	5	25.0	13	65.0	2	10.0
15. Judge	3	15.8	12	63.2	4	21.1
16. Lawyer	6	30.0	8	40.0	6	30.0
17. Minister	6	30.0	2	10.0	12	60.0
18. Model	6	30.0	8	40.0	6	30.0
19. Newspaper Editor	1	5.0	8	40.0	11	55.0
20. Nurse	2	10.0	6	30.0	12	60.0
21. Pharmacist	1	5.0	9	45.0	10	50.0
22. Police Officer	2	10.5	4	21.1	13	68.4
23. Principal	2	10.5	6	31.6	11	57.9
24. Secretary	2	10.0	6	30.0	12	60.0
25. Truck Driver	2	10.0	4	20.0	14	70.0

Job Roll Checklist Sex

Grade: 10 Pre N = 24

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Accountant	4	18.2	17	77.3	1	4.5
2. Athletic Director	2	9.1	16	72.7	4	18.2
3. Bus Driver	3	13.6	18	81.8	1	4.5
4. Carpenter	15	68.2	5	22.5	2	9.1
5. Cashier	1	4.5	20	90.9	1	4.5
6. Cook	2	9.5	19	90.5	0	00.0
7. Dancer	5	22.7	16	72.7	1	4.5
8. Dentist	4	18.2	17	77.3	1	4.5
9. Doctor	2	9.1	16	72.7	4	18.2
10. Electrician	3	13.6	18	81.8	1	4.5
11. Fashion Designer	15	68.2	5	22.7	2	9.1
12. Fire Fighter	1	4.5	20	90.9	1	4.5
13. Garbage Collector	2	9.5	19	90.5	0	00.0
14. Governor	5	22.7	16	72.7	1	4.5
15. Judge	3	13.6	14	63.6	5	22.7
16. Lawyer	3	13.6	15	68.2	4	18.2
17. Minister	5	23.8	13	61.9	3	14.3
18. Model	17	77.3	3	13.6	2	9.1
19. Newspaper Editor	6	28.6	11	52.4	4	19.0
20. Nurse	17	77.3	3	13.6	2	9.1
21. Pharmacist	5	22.7	11	50.0	6	27.3
22. Police Officer	3	13.6	14	63.6	5	31.3
23. Principal	1	4.5	14	63.6	7	31.8
24. Secretary	17	81.0	2	9.5	2	9.5
25. Truck Driver	2	9.1	18	81.8	2	9.1

Job Roll Checklist Sex

Grade: 10 Post N = 24

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Accountant	0	00.0	14	66.7	7	33.3
2. Athletic Director	0	00.0	12	57.1	9	42.9
3. Bus Driver	1	4.8	16	76.2	4	19.0
4. Carpenter	13	65.0	2	10.0	5	25.0
5. Cashier	0	00.0	16	76.2	5	23.8
6. Cook	1	4.8	16	76.2	4	19.0
7. Dancer	3	14.3	14	66.7	4	19.0
8. Dentist	0	00.0	14	66.7	7	33.3
9. Doctor	0	00.0	12	57.1	9	42.9
10. Electrician	1	4.8	16	76.2	4	19.0
11. Fashion Designer	13	65.0	2	10.0	5	25.0
12. Fire Fighter	0	00.0	16	76.2	5	23.8
13. Garbage Collector	1	4.8	16	76.2	4	19.0
14. Governor	3	14.3	14	66.7	4	19.0
15. Judge	1	4.8	14	66.7	6	28.6
16. Lawyer	3	14.3	11	52.4	7	33.3
17. Minister	1	5.0	14	70.0	5	25.0
18. Model	15	75.0	1	5.0	4	20.0
19. Newspaper Editor	5	23.8	10	47.6	6	28.6
20. Nurse	16	76.2	1	4.8	4	19.0
21. Pharmacist	1	5.0	13	65.0	6	30.0
22. Police Officer	0	00.0	10	47.6	11	52.4
23. Principal	1	5.0	12	60.0	1	5.0
24. Secretary	16	76.2	1	4.8	4	19.0
25. Truck Driver	0	00.0	16	76.2	5	23.8

Table 49

Results of the Pair Comparisons for Grade Ten (N = 22)

Test		$\bar{X}$	SD	MD	DF	t	SIG
<u>Career Maturity Inventory</u>							
Attitude Survey	Pre	28.73	6.57	-2.27	21	-.31	.76
	Post	28.50	6.92				
Knowing Yourself	Pre	10.32	4.62	0.00	21	.00	1.00
	Post	10.32	4.79				
Knowing About Jobs	Pre	10.18	5.15	.64	21	1.52	.14
	Post	10.81	5.32				
Choosing a Job	Pre	9.95	3.46	.27	21	.41	.68
	Post	10.23	4.37				
Looking Ahead	Pre	9.27	4.98	.54	21	.64	.53
	Post	9.81	5.95				
What They Should Do	Pre	7.45	4.31	1.28	21	2.01	.06
	Post	8.68	5.03				
Career Awareness Inventory	Pre	5.91	10.84	11.00	21	4.31	.00
	Post	16.91	11.82				

Job Roll Checklist Race

Grade: 11 Pre N = 23

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Accountant	0	00.0	4	17.4	19	82.6
2. Athletic Director	2	8.7	2	8.7	19	82.6
3. Bus Driver	2	8.7	2	8.7	19	82.6
4. Carpenter	1	4.3	2	8.7	20	87.0
5. Cashier	0	00.0	2	8.7	21	91.3
6. Cook	5	21.7	1	4.4	17	73.9
7. Dancer	5	21.7	1	4.4	17	73.9
8. Dentist	1	4.3	5	21.7	17	73.9
9. Doctor	1	4.3	4	17.4	18	78.3
10. Electrician	2	8.7	3	13.0	18	78.3
11. Fashion Designer	3	33.3	2	8.7	18	78.3
12. Fire Fighter	0	00.0	3	13.0	20	87.0
13. Garbage Collector	3	13.0	3	13.0	17	73.9
14. Governor	0	00.0	4	17.4	19	82.6
15. Judge	0	00.0	4	17.4	19	82.6
16. Lawyer	1	4.3	3	13.0	19	82.6
17. Minister	3	13.0	1	4.3	19	82.6
18. Model	4	17.4	2	8.7	17	73.9
19. Newspaper Editor	0	00.0	5	21.7	18	78.3
20. Nurse	1	4.3	2	8.7	20	87.0
21. Pharmacist	0	00.0	5	21.7	18	78.3
22. Police Officer	1	4.3	3	13.0	19	82.6
23. Principal	2	8.7	3	13.0	18	78.3
24. Secretary	3	13.0	2	8.7	18	78.3
25. Truck Driver	4	17.4	2	8.7	17	73.9

Job Roll Checklist Race

Grade: 11 Post N = 24

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Accountant	4	16.7	6	25.0	14	58.3
2. Athletic Director	5	20.8	3	12.5	16	66.7
3. Bus Driver	8	33.3	1	4.2	15	62.5
4. Carpenter	6	25.0	3	12.5	15	62.5
5. Cashier	4	17.4	5	21.7	14	60.9
6. Cook	11	45.8	2	8.3	11	45.8
7. Dancer	7	29.2	5	20.8	12	50.0
8. Dentist	3	12.5	6	25.0	15	62.5
9. Doctor	3	12.5	6	25.0	15	62.5
10. Electrician	2	8.3	6	25.0	16	66.7
11. Fashion Designer	6	25.0	1	4.2	17	70.8
12. Fire Fighter	3	12.5	4	16.7	17	70.8
13. Garbage Collector	7	29.2	5	20.8	12	50.0
14. Governor	4	16.7	9	37.5	11	45.8
15. Judge	3	12.5	8	33.3	13	54.2
16. Lawyer	4	16.7	6	25.0	14	58.3
17. Minister	6	25.0	1	4.2	17	70.8
18. Model	6	25.0	1	4.2	17	70.8
19. Newspaper Editor	4	16.7	6	25.0	14	58.3
20. Nurse	5	20.8	7	29.2	12	50.0
21. Pharmacist	2	8.3	8	33.3	14	58.3
22. Police Officer	3	12.5	8	33.3	13	54.2
23. Principal	4	16.7	5	20.8	15	62.8
24. Secretary	3	12.5	4	16.7	17	70.8
25. Truck Driver	4	17.4	2	8.7	17	73.9

Job Roll Checklist Sex

Grade: 11 Pre N = 23

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Accountant	3	14.3	12	57.1	6	28.6
2. Athletic Director	3	13.0	12	52.2	8	34.8
3. Bus Driver	3	13.0	9	39.1	11	47.8
4. Carpenter	3	8.7	15	65.2	6	26.1
5. Cashier	12	52.2	1	4.3	10	43.5
6. Cook	9	39.1	2	8.7	12	52.2
7. Dancer	12	52.2	1	4.3	10	43.5
8. Dentist	2	8.7	13	56.5	8	34.8
9. Doctor	1	4.3	12	52.2	10	43.5
10. Electrician	3	13.0	14	60.9	6	26.1
11. Fashion Designer	11	47.8	4	17.4	8	34.8
12. Fire Fighter	2	8.7	17	73.9	4	17.4
13. Garbage Collector	3	13.0	16	69.6	4	17.4
14. Governor	2	8.7	15	65.2	6	26.1
15. Judge	3	13.0	12	52.2	8	34.8
16. Lawyer	3	13.0	9	69.2	11	47.8
17. Minister	3	13.6	13	59.1	6	27.3
18. Model	13	56.5	1	4.3	9	39.1
19. Newspaper Editor	5	21.7	7	30.4	11	47.8
20. Nurse	14	60.9	2	8.7	7	30.4
21. Pharmacist	5	21.7	7	30.4	11	47.8
22. Police Officer	3	13.0	9	39.1	11	47.8
23. Principal	1	5.0	12	60.0	7	35.0
24. Secretary	15	68.2	1	4.5	6	27.3
25. Truck Driver	1	4.3	16	69.6	6	26.1

Job Roll Checklist Sex

Grade: 11 Post N = 23

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Accountant	8	34.8	2	8.7	13	56.5
2. Athletic Director	1	4.3	11	47.8	11	47.8
3. Bus Driver	1	4.3	8	34.8	14	60.9
4. Carpenter	1	4.3	15	65.2	7	30.4
5. Cashier	7	30.4	3	13.0	13	56.5
6. Cook	7	30.4	0	00.0	16	69.6
7. Dancer	4	17.4	1	4.3	18	78.3
8. Dentist	1	4.3	10	43.5	12	52.2
9. Doctor	0	00.0	5	21.7	18	78.3
10. Electrician	2	9.1	11	50.0	9	40.9
11. Fashion Designer	9	39.1	0	00.0	14	60.9
12. Fire Fighter	2	8.7	15	65.2	6	26.1
13. Garbage Collector	1	4.5	16	72.7	5	22.7
14. Governor	1	33.3	13	56.5	9	39.1
15. Judge	0	00.0	8	34.8	15	65.2
16. Lawyer	2	8.7	4	17.4	7	73.9
17. Minister	3	13.0	6	26.1	14	60.9
18. Model	10	43.5	1	4.3	12	52.2
19. Newspaper Editor	3	13.0	4	17.4	16	69.6
20. Nurse	12	52.2	2	8.7	9	39.1
21. Pharmacist	3	13.6	6	27.3	13	59.1
22. Police Officer	2	9.1	10	45.5	10	45.5
23. Principal	1	4.5	14	63.6	7	31.8
24. Secretary	12	52.2	2	8.7	9	39.1
25. Truck Driver	3	13.0	11	47.8	9	39.1

Table 54

Results of the Pair Comparisons for Grade Eleven (N = 24)

Test		$\bar{X}$	SD	MD	DF	t	SIG
<u>Career Maturity Inventory</u>							
Attitude Survey	Pre	27.54	8.33	1.29	23	2.00	.06
	Post	28.83	8.05				
Knowing Yourself	Pre	9.21	3.40	1.08	23	2.05	.05
	Post	10.29	4.03				
Knowing About Jobs	Pre	12.45	3.95	-.29	23	.47	.64
	Post	12.17	4.81				
Choosing a Job	Pre	10.16	4.56	.96	23	1.34	.19
	Post	11.13	4.61				
Looking Ahead	Pre	9.50	4.35	1.13	23	1.76	.09
	Post	10.62	5.01				
What They Should Do	Pre	8.00	4.13	1.20	23	1.74	.09
	Post	9.20	4.05				
Career Awareness Inventory	Pre	5.12	5.74	10.00	23	4.33	.00
	Post	15.12	12.36				

Job Roll Checklist Race

Grade: 12 Pre N = 21

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Accountant	1	4.8	5	23.8	15	71.4
2. Athletic Director	3	14.3	2	9.5	16	76.2
3. Bus Driver	4	16.7	1	4.2	19	79.2
4. Carpenter	5	21.7	2	8.7	16	69.6
5. Cashier	1	4.5	4	18.2	17	77.3
6. Cook	2	9.5	1	4.8	18	85.7
7. Dancer	6	25.0	3	12.5	15	62.5
8. Dentist	1	4.5	10	45.5	11	50.0
9. Doctor	1	4.3	4	17.4	18	78.3
10. Electrician	1	4.3	3	13.0	19	82.6
11. Fashion Designer	2	9.5	6	28.6	13	61.9
12. Fire Fighter	3	13.6	3	13.6	16	36.4
13. Garbage Collector	4	17.4	3	13.0	16	69.6
14. Governor	2	8.7	8	34.8	13	56.5
15. Judge	2	9.5	3	14.3	16	76.2
16. Lawyer	2	9.5	2	9.5	17	81.0
17. Minister	3	13.6	2	9.1	17	77.3
18. Model	4	18.2	3	13.6	15	68.2
19. Newspaper Editor	4	18.2	3	13.6	15	68.2
20. Nurse	3	14.3	1	4.8	17	81.0
21. Pharmacist	1	4.8	1	4.8	19	90.5
22. Police Officer	1	4.8	3	14.3	17	81.0
23. Principal	4	18.2	2	9.1	16	72.3
24. Secretary	2	10.0	1	5.0	17	85.0
25. Truck Driver	2	8.7	2	8.7	19	82.6

Table 36

Job Roll Checklist Race

Grade: 12 Post N = 22

Occupation	Black		White		Neither	
	N	%	N	%	N	%
1. Accountant	0	00.0	11	50.0	11	50.0
2. Athletic Director	3	13.6	4	18.2	15	68.2
3. Bus Driver	4	18.2	2	9.1	16	72.7
4. Carpenter	6	28.6	2	9.5	13	61.9
5. Cashier	3	13.6	9	40.9	10	45.5
6. Cook	10	47.6	2	9.5	9	42.9
7. Dancer	9	42.9	4	19.0	8	38.1
8. Dentist	1	4.8	13	61.9	7	33.3
9. Doctor	0	00.0	11	52.4	10	47.6
10. Electrician	3	14.3	5	23.8	13	61.9
11. Fashion Designer	3	14.3	5	23.8	13	61.9
12. Fire Fighter	2	9.1	5	22.7	15	68.2
13. Garbage Collector	8	38.1	3	14.3	10	47.6
14. Governor	2	9.5	11	52.4	8	38.1
15. Judge	1	5.0	10	50.0	9	45.0
16. Lawyer	1	5.0	4	20.0	15	75.0
17. Minister	5	23.8	4	19.0	12	57.1
18. Model	1	4.8	9	42.9	11	52.4
19. Newspaper Editor	1	4.8	9	42.9	11	52.4
20. Nurse	0	00.0	5	25.0	15	75.0
21. Pharmacist	1	5.6	7	38.9	10	55.6
22. Police Officer	0	00.0	5	25.0	15	75.0
23. Principal	1	4.5	7	31.8	14	63.6
24. Secretary	0	00.0	6	28.6	15	71.4
25. Truck Driver	2	9.5	3	14.3	16	76.2

Job Roll Checklist Sex

Grade: 12 Post N = 22

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Accountant	9	48.9	5	22.7	8	36.4
2. Athletic Director	2	9.1	14	63.6	6	27.3
3. Bus Driver	3	13.0	10	43.5	10	43.5
4. Carpenter	2	8.7	17	73.9	4	17.4
5. Cashier	15	68.2	3	13.6	4	18.2
6. Cook	9	40.9	2	9.1	11	50.0
7. Dancer	8	36.4	3	13.6	11	50.0
8. Dentist	2	9.1	17	77.3	3	13.6
9. Doctor	2	9.1	14	63.6	6	27.3
10. Electrician	5	21.7	14	60.9	4	17.4
11. Fashion Designer	9	40.9	7	31.8	6	27.3
12. Fire Fighter	2	8.7	17	73.9	4	17.4
13. Garbage Collector	1	4.3	20	87.0	2	8.7
14. Governor	1	4.3	17	73.9	5	21.7
15. Judge	2	9.1	14	63.6	6	27.3
16. Lawyer	3	13.0	9	39.1	11	47.8
17. Minister	2	9.5	14	66.7	5	23.8
18. Model	14	60.9	3	13.0	6	26.1
19. Newspaper Editor	4	18.2	9	40.9	9	40.9
20. Nurse	15	65.2	4	17.4	4	17.4
21. Pharmacist	2	10.0	8	40.0	10	50.0
22. Police Officer	2	8.7	15	65.2	6	26.1
23. Principal	3	13.0	15	65.2	5	21.7
24. Secretary	16	72.7	2	9.1	4	18.2
25. Truck Driver	2	8.7	16	69.6	5	21.7

Job Roll Checklist Sex

Grade: 12 Pre N = 23

Occupation	Female		Male		Neither	
	N	%	N	%	N	%
1. Accountant	8	34.8	3	13.0	12	52.0
2. Athletic Director	0	00.0	13	54.2	11	45.8
3. Bus Driver	2	8.0	5	20.0	18	72.0
4. Carpenter	0	00.0	16	66.7	8	33.3
5. Cashier	10	40.0	1	4.0	14	56.0
6. Cook	10	43.5	0	00.0	13	56.5
7. Dancer	7	29.2	1	4.2	16	66.7
8. Dentist	2	8.7	12	52.2	9	39.1
9. Doctor	2	8.7	9	39.1	12	52.2
10. Electrician	1	4.8	14	66.7	6	28.6
11. Fashion Designer	8	33.3	4	16.7	12	50.0
12. Fire Fighter	0	00.0	18	78.3	5	21.7
13. Garbage Collector	0	00.0	18	85.7	3	14.3
14. Governor	0	00.0	13	56.5	10	43.5
15. Judge	1	4.0	11	44.0	13	52.0
16. Lawyer	2	8.7	4	17.4	17	73.9
17. Minister	1	4.5	12	54.5	9	40.9
18. Model	12	54.5	0	00.0	10	45.5
19. Newspaper Editor	0	00.0	6	26.1	17	73.9
20. Nurse	16	69.6	1	4.3	6	26.1
21. Pharmacist	0	00.0	5	22.7	17	77.3
22. Police Officer	1	4.2	9	37.5	14	58.3
23. Principal	1	4.0	10	40.0	14	56.0
24. Secretary	14	56.0	2	8.0	9	36.0
25. Truck Driver	1	4.0	15	60.0	9	36.0

Table 59

Results of the Pair Comparisons for Grade Twelve (N = 24)

Test		$\bar{X}$	SD	MD	DF	t	SIG
<u>Career Maturity Inventory</u>							
Attitude Survey	Pre	25.71	5.40	-.92	23	-.61	.55
	Post	24.79	9.61				
Knowing Yourself	Pre	7.54	3.47	.79	23	-1.52	.14
	Post	6.75	3.98				
Knowing About Jobs	Pre	9.12	4.13	.12	23	-.22	.83
	Post	9.00	4.01				
Choosing a Job	Pre	8.58	3.21	.33	23	-.45	.66
	Post	8.25	4.23				
Looking Ahead	Pre	7.29	3.79	.42	23	.62	.54
	Post	7.71	4.16				
What They Should Do	Pre	6.71	2.99	.08	23	.15	.86
	Post	6.79	3.13				
Career Awareness Inventory	Pre	5.46	7.84	3.88	23	2.38	.03
	Post	9.33	12.06				

Table 60
 Number of Occupations by Classification
 for the Racial Data*

Grade	Pretest			Post Test		
	Black	White	Neither	Black	White	Neither
1	1	9	0	9	6	0
2	1	5	0	0	3	0
3	-	-	-	-	-	-
4	1	0	14	1	0	14
5	0	1	10	0	4	6
6	3	5	2	3	5	1
7	0	3	6	0	3	10
8	3	5	4	5	4	4
9	0	6	6	6	6	17
10	1	3	4	1	2	9
11	0	0	25	0	0	20
12	0	0	23	0	3	16

*Grades 1- 8 Based Upon 15 Occupations
 Grades 9-12 Based Upon 25 Occupations

Table 61

Number of Occupations by Classification
for the Sex Data*

Grade	Pretest			Post Test		
	Female	Male	Neither	Female	Male	Neither
1	3	11	0	3	11	0
2	4	10	0	2	9	1
3	4	11	0	3	11	0
4	1	8	5	2	3	8
5	4	9	1	0	0	9
6	3	7	1	4	11	0
7	2	10	1	1	5	2
8	3	9	0	4	8	3
9	7	14	1	5	17	0
10	5	19	0	5	18	1
11	5	14	1	2	5	14
12	4	13	0	3	9	12

*Grades 1- 8 Based Upon 15 Occupations
Grades 9-12 Based Upon 25 Occupations

Table 62
Summary of Results for Grades K-8

Grade	Race	Sex	Self-Concept	Career Awareness
K			0	+
1	+	0	0	+
2	+	+	0	+
3	NA	+	0	+
4	0	+	0	+
5	-	+	0	+
6	-	-	0	0
7	+	+	0	0
8	-	+	0	+

Table 63
Summary of Results for Grades 9-12

Grade	Race	Sex	Career Maturity	Career Awareness
9	+	-	+	+
10	+	0	0	+
11	-	+	+	+
12	-	+	0	+

Table 64

Results of the Career Education Survey for Parents

	N %		N %		N %	
1. Are you familiar with the Career Education Project in Jefferson County?	Yes	67 25.8	No	191 73.5	Blank	2 .8
2. Have you heard of Career Education?	Yes	139 53.5	No	118 45.5	Blank	3 1.2
3. How were you informed about the Career Education Project?	Newspaper	41 15.8	Radio	31 11.9	Other	87 33.5
4. Would you like to learn more about the Career Education Project in Jefferson County?	Yes	239 91.9	No	20 7.7		

APPENDIX B

Career Awareness Assessment Inventory

K-2

1. I would like for you to name all the kinds of jobs which people do in this school?
2. What kind of job does your mom or dad do to earn money?
3. Name the place where cows are milked?
4. Name the person who delivers your mail?
5. Name the person who picks up garbage on the garbage truck?
6. Name the place where you take your pet if he gets sick?
7. What is the place called where you are taken when you get very sick?
8. If your house or trailer catches fire, whom would you call for help?
9. If you are robbed, whom would you call?
10. What kind of doctor checks and fixes your teeth?
11. What is the place called where you go to buy supper already cooked?
12. Where did you buy the clothes that you are wearing?

13. Where do you get gas and oil for your car?
14. Who prepares dead people for burial?
15. What is the place called where you buy flowers?
16. What is the place called where you get your prescriptions filled?
17. Where are babies born?
18. Who drives an airplane?
19. Who uses a chain saw?
20. Who drives a train?
21. If your phone isn't working properly, whom would you call to fix it?
22. If your lights go out, whom would you call to turn them back on?
23. What do you call a person who measures land?
24. What do you call a person who raises crops?
25. Who checks your eyes and fits you for glasses?

26. Who drives a greyhound bus?

27. Where would you go to get your hair fixed or cut?

28. What is the person called who takes your school pictures?

29. Could you tell me some people who work at the circus?

APPENDIX C

Analysis of Career Education Activity Logs

(See Exhibit A)

1. District Wide Total of Reported Career Education Activities.

After careful examination of the activity logs that were collected, the following totals were arrived at:

Jefferson Elementary-Mamie Scott Anex -
Total activities - 641

Howard Middle School - 408

Jefferson County High School - 395

II. General Description of Activities Successfully Implemented

a) Jefferson Elementary-Mamie Scott Annex

After close scrutiny of the elementary activity logs, it was disclosed that elementary teachers made very active and frequent use of resource persons both from within the school and from the community-at-large. These included presentations by fellow teachers, bus drivers, cooks, a dietitian, a principal, a custodian, county-level school administrators, fire fighters, a dentist, a guidance counselor, postal workers, soil conservation experts, a cartographer, professional dancers, circus workers, smoky the bear, a telephone repairman, emergency medical technicians, a radio announcer, housewives, parents, bank employees and officials, farm workers, nursery workers, carpenters, brick masons, a public librarian, law enforcement officers local and state, supermarket employees, service station attendants, etc. Further, elementary teachers made great use of such strategies as role playing, simulations, shadowing, and field trips.

The logs substantiate that elementary teachers took advantage of the available career education materials such as:

- 1) Education: Who Needs It?
(math, science, English, social studies, physical education)
- 2) DUSO D1 and D2
- 3) FAIS K-2 and 3-5
- 4) The Most Important Person Series
- 5) Peabody Occupational Cards
- 6) Films From the "Kingdom of Could Be You"
- 7) Scholastics - Kindle series
- 8) Lolli-Pop Measuring Tree
- 9) Community Helper Posters and Puppets
- 10) Filmstrips from SRA's FOCUS on Self Development
- 11) Peabody Mannikins
- 12) I Want to Be a Storekeeper (books)
- 13) Your World - Let's Go To the Supermarket (book)
- 14) The Yellow Brick Road
- 15) Reading Readiness Book
- 16) Career Flash Cards
- 17) Health Crossword Puzzle
- 18) Career Kits for Kids
- 19) "Reasons For Working" (film)
- 20) Picture Focus Baker's Kit
- 21) Career Education Program, Volume I
- 22) Career Education Resource Guide
- 23) Filmstrips on fire department workers and law enforcement workers
- 24) Learner oriented occupational materials primary and intermediate

Many elementary teachers exhibited a high level of creativity. Many created their own activities using infusion techniques. For example, one first grade teacher introduced her students to money and counting of change by setting up a grocery store simulation in her classroom. She used realistic props such as a toy cash register, play money and actual boxes, cans and other product containers. Another teacher (fifth grade) taught her students about banking and finance by use of home made checks and a field trip to a local bank. Several teachers involved parents as chaperones, as resource speakers and as interview targets.

Elementary teachers greatly emphasized activities within the affective domain with great attention given to the career education element of self-awareness. However, many did attach importance to the elements of career-awareness and educational-awareness and activities within the cognitive and psychomotor domain. Of Jefferson County's three overall career education goals: (1) Development of self knowledge and interpersonal skills in relation to the world of work; (2) Awareness of the changing world of work; (3) Development of positive work habits and attitudes, elementary teachers emphasized number 1 and 3 to a greater extent than number 2.

Elementary teachers reported activities that emphasized all of the fifteen occupational clusters, with personal service, public service, and Agri-business and Natural Resources reported most often.

Second grade teachers, kindergarten teachers, fifth grade teachers, first grade teachers, third grade teachers, in this

order, proved to be the most active in the implementation of career education at the elementary school. In the speciality areas, music, SLD and ERM teachers were the most active.

As to subject matter areas, teachers seemed to tie career education activities into language arts activities, math activities, reading activities, science activities, health activities, social studies activities, and center time activities.

Elementary teachers reported the emphasis of such concepts as:

- a) A person has potential for success in a variety of careers
- b) An understanding and acceptance of one's self as an individual with unique interests, needs, and values are important in life
- c) A variety of occupations are available
- d) Every occupation contributes to society
- e) Social and technological change affect work and the role of work in one's life
- f) School contributes to the development of behavior skills and attitudes needed for life and work
- g) An individual must accept responsibility

b) Howard Middle School

Close scrutiny of middle school activity logs disclosed that middle school teachers of science, health, math, social studies, pre-vocational agriculture, business, home economics, industrial arts were the most active in the implementation of career education activities. Within the speciality areas, EMR, SLD, P.E. and self-contained (teachers that teach all subjects below average students) teachers were the most active. The middle school guidance counselor reported many career counseling activities, especially within the realm of values clarification.

These teachers also made active use of resource person presentations, role playing, shadowing, simulations and some career exploration. Middle school teachers used such career education materials as:

- 1) Elementary Infoe - Levels 4-6
- 2) Occupational Awareness Mini-Brief kits in subject matter areas
- 3) Career awareness Program - (Pop Eye)
- 4) Career Education Program, Volume II
- 5) Game Sim - 85 Learning Simulations
- 6) Career Insight and Self Awareness Games
- 7) LEARNER ORIENTED OCCUPATIONAL Materials (Intermediate and Advanced Levels)
- 8) Hello! World - Occupational Awareness books
- 9) Arco-Rosen Career Guidance series of Career Awareness books

- 10) My Community Teaching Pictures
- 11) FAIS - The Valuing Approach to Career Education - 3-5 series, and 6-8 series
- 12) Discover - by Scholastic
- 13) Career Math
- 14) Orange County, Florida Curriculum Guides - science, math, English, Physical education, health, etc.
- 15) McKnight's Introduction to Business and Office Careers
- 16) Preparing for the World of Work - (for EMR and SLD)
- 17) Guidance Associates - "People Who" (filmstrip series)
 - "People Who Organize Facts"
 - "People Who Work in Science"
 - "People Who Create Art"
 - "People Who Make Things"
 - "People Who Help Others"
 - "People Who Influence Others"
- 18) Olympic Films - "Career Opportunity"
- 19) Target Vocational Transparencies
- 20) Job Experience Kit
- 21) "Two Sides To Every Story" (filmstrip)
- 22) My Career Workbook
- 23) My Community Teaching Pictures
- 24) SRA's - Keys Career Exploration
- 25) Mix and Match Occupational Puzzle
- 26) Pathescope and Associated Press Series of Career Awareness filmstrips
- 27) Guidance Associates - "Adolescent Conflict" (filmstrips)

Middle School teachers emphasized the following clusters: Agri-Business and Natural Resources, Business and Office, Communication and Media, Construction, Consumer and Homemaking Education, and Health. However, some indicated an emphasis on the clusters of: Hospitality and Recreation, Marketing and Distribution, Environment, Manufacturing, Personal Services, Public Servies, and Transportation.

Middle school teachers concentrated on activities in all three domains: affective, cognitive and psychomotor. These teachers offered some career exploration through in-class and extra class "hands-on" experiences. In the pre-vocatinal classes it was obviously easy to provide "hands-on" experiences. It is then not surprizing that the activity logs support a high incidence of "hands-on" experiences in the Agri-Business, Home Economics, Business and Office, and Industrial Arts classes.

Middle school teachers tended to emphasize the following career education elements: Self-awareness, Career awareness, economic awareness, educational awareness and decision making, employability skills and attitudes and appreciations in that order.

The greatest incidence of career education implementation was recorded in grades 6&8 according to the logs. Subject matter proliferation was reported at the beginning of this section. As to the Jefferson County Career Education goals, middle school teachers tended to emphasize #3 to greatest extent with #1 and #2 following in terms of degree of emphasis. (#1 Development of self-knowledge and interpersonal skills in relation to the

the world of work; #2) Development of the awareness of the changing work of work and #3) Development of positive work habits and attitudes.

Middle school teachers emphasized a wide variety of career education concepts.

c) Jefferson County High School

Examination of high school activity logs disclosed that high school teachers were more reluctant to use resource persons than were elementary and middle school teachers. However, some high school teachers did report the use of resource persons. The English Department and the Math Department were the main areas of career education implementation at the high school level, in that order. The specialty areas, the Career Development Center for EMR and SLD students, foreign language, the ESAA-SOS Project, the Art Department were the main other areas of implementation.

High school teachers used the following strategies in their instruction: role playing, shadowing, work experience, interviews, simulations, on-the-job training, field trips and research projects.

Making use of the available materials, high school teachers used:

- 1) Target vocational transparencies
- 2) Guidance associates "Adolescent Conflict" filmstrip series
- 3) Knowledge Needed to Obtain Work
- 4) Curriculum Units from Broward, Orange, and Pinellas County, Florida in different subject matter areas
- 5) "How to Explore the Fascinating World of Work" (film-strip series)
- 6) Olympus Publishing Company's - "Career Awareness" film

7) Filmstrips such as:

"Why Work at All?"
 "Jobs and Gender"
 "Masculinity and Femininity"
 "The Pay Check Puzzle"
 "Black Americans at Work"
 "Archeologists at Work"
 "Setting Goals"
 "But What Can a Girl Do?"

- 8) Guidance Associates Values series filmstrips
- 9) Discovery by Scholastic
- 10) "Getting Along" (filmstrip)
- 11) Search for Values
- 12) Values Clarification (book) by Sid Simon
- 13) My Job Application File - workbook
- 14) Student Workbook in Career Development
- 15) Career Values Part I and II - (filmstrip series)
- 16) Occupational Awareness Mini-Briefs
- 17) Entering the Occupational World -(filmstrip series)
- 18) Newspapers
- 19) Project VIEW Materials (Vital Information for Education and Work)
- 20) Succeeding in the World of Work
- 21) Popeye - Career Awareness series
- 22) Florida's Guide to Employability Skills materials
- 23) Career Math
- 24) Why Am I Studying This? - Math, Science, English, Social Studies, Art

- 25) Foreign Languages and Careers
- 26) You and Your Career (in Spanish)
- 27) On the Job - Getting a Job
- 28) Dictionary of Occupational Titles
- 29) Consumer Advertising Teaching Kit
- 30) "English on the Job"- Reading and Writing Skills (films)
- 31) Personal Reading Modules on Subjects such as:
Insurance, Banking, Real Estate, Getting a Job,
Keeping a Job
- 32) How to Decide - A Guide for Women
- 33) The Metric System
- 34) Career Education Resource Guide by General Learning Press

High School teachers tended to emphasize all of the eight elements. However they emphasized them in the following order: Beginning Competency, Employment Skills, Attitudes and Appreiations, Career Awareness, Educational Awareness, Economic Awareness, Decision making and Self-Awareness.

They also, emphasized all of the 15 clusters but in the following order: Business and Office, Public Service, Personal Service, Agri-Business and Natural Resources, Health, Communication and Media, Consumer and Homemaking, Hospitality and Recreation, Construction, Marketing and Distribution, Manufacturing, Transportation, Fine Arts and Humanities, Environment and Marine Science.

The high school teachers tended to avoid activities within

the psychomotor domain while placing heavy emphasis on activities within the cognitive domain. Activities within the affective domain were second in terms of incidence according to the logs. High school teachers reported a small number of career related field trips.

As to subject matter areas, teachers of English, business, EMR courses, auto mechanics, carpentry, self-contained, math, art, home economics, and spanish reported the highest incidence of implementation.

In conclusion, analysis of the logs demonstrated that career education has a strong incidence of implementation in the elementary school, while both the middle and high schools demonstrate work yet to be done.

CAREER EDUCATION ACTIVITY LOG

NAME _____ DATE _____

Subject Matter Area: _____

Grade Level of Students: (Circle)

K 1 2 3 4 5 6 7 8 9 10 11 12

School: _____

Career Education Concepts(s) _____

Goal Area(s) (Check)

- 1) ☐ Self knowledge and interpersonal skills in relation to the world of work.
- 2) ☐ Awareness of the changing world of work.
- 3) ☐ Development of positive work habits and attitudes

Career Education Elements: (Check)

- | | |
|--|--|
| ☐ Self Awareness | ☐ Attitudes & Appreciations |
| ☐ Career Awareness | ☐ Beginning Competency |
| ☐ Educational Awareness | ☐ Decision Making |
| ☐ Economic Awareness | ☐ Employability Skills |

Occupational Clusters:

CLUSTER NO. *														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Code:

- | | |
|-------------------------------------|--------------------------------|
| 1. Agri-Business/National Resources | 10. Manufacturing |
| 2. Business and Office | 11. Marine Science |
| 3. Communication and Media | 12. Marketing and Distribution |
| 4. Construction | 13. Personal Service |
| 5. Consumer/Homemaking Education | 14. Public Services |
| 6. Environment | 15. Transportation |
| 7. Fine Arts and Humanities | |
| 8. Health | |

Description of Activity:

Material(s) Used: _____

Resource Person(s): _____

Domain: (Circle) Affective Cognitive Psycho-Motor

Skills Developed: _____

APPENDIX D
Dissemination Items

IBK provides or coordinates:

FIELD TRIPS
RESOURCE SPEAKER PRESENTATION
CAREER COUNSELING
SPECIAL CAREER EDUCATION
MATERIALS
CURRENT CAREER INFORMATION
CURRENT EDUCATIONAL FINANCIAL
AID INFORMATION
EDUCATIONAL PLACEMENT
(Vocational-Technical, Community
College, University)



IBK's friends include:

Monticello Chamber of Commerce
Monticello Jaycees
Monticello Kiwanis Club
Monticello Civitan Club
Jefferson Elementary PTA
Howard Middle PTA
Jefferson County Commissioners
Jefferson County Judge
Division of Youth Services
Jefferson County Extension Office
The Monticello News



IBK is located in Monticello, Florida on U.S. Highway 90 in the Jefferson County Vocational-Technical Center, approximately 27 miles east of Tallahassee, Florida, and 143 miles west of Jacksonville, Florida.



The IBK team:

Mrs. Connie P. Smith
Career Counselor

Mrs. Patricia F. Reams
Career Education Resource Teacher

Mrs. Wilma Thompson
Project Secretary

Albert Thomas, Jr.
Project Director

Phone: (904) 997-4458

Address: P. O. Box 499
Monticello, Florida 32344

IBK "I Believe In Kids"

A CAREER EDUCATION PROJECT



"Effecting Incremental Improvements
in K-12 Career Education"



Jefferson County School Board

P. O. Box 499

Monticello, Florida 32344

Mr. D. M. Bishop — — Superintendent

The Jefferson County School Board, through its Career Education Project IBK—"I Believe In Kids", has been awarded one of 81 national demonstration grants by U.S.O.E.'s Career Education Office to "effect incremental improvements in K-12 Career Education" in a rural, small town setting.



IBK's activities embrace the following goal statement:

"All students shall acquire a knowledge and an understanding of the opportunities open to them for preparing for a productive life, and shall develop those skills and abilities which will enable them to take full advantage of those opportunities—including a positive attitude towards work and respect for the dignity of all honorable work, both paid and unpaid."



IBK extends services to the following participating schools:

Jefferson Elementary – Mamie Scott
Annex – K-5
Howard Middle School – 6-8
Jefferson County High School – 9-12



IBK's activities involve:

STUDENTS
TEACHERS
PARENTS
THE COMMUNITY-AT-LARGE



IBK's activities are channelled through the following components:

In-Service Staff Development
Guidance and Counseling
Elementary Curriculum
Middle School Curriculum
Secondary Curriculum
Placement & Follow-up
Public Relations
Evaluation



IBK emphasizes:

CAREER AWARENESS
&
SELF AWARENESS
in
K-5



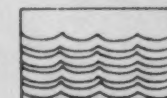
CAREER EXPLORATION
&
SELF AWARENESS
in
6-8



CAREER EXPLORATION
CAREER AWARENESS
TRAINING OPPORTUNITY
AWARENESS
EMPLOYABILITY SKILLS
CAREER DECISION MAKING



in
9-12





NEWS

"I Believe In Kids"

VOL.1 NO.1

JAN.-FEB. 1976

FUNDED BY THE OFFICE OF CAREER EDUCATION

U.S.O.E.

IBK: WHAT IT IS?

IBK is one of 81 national demonstration projects funded by USOE in accordance with Section 406, Title IV, Public Law 93-380 to "effect incremental improvements in K-12 career education." IBK existed as a state funded project prior to July 1, 1975. This date marked the beginning of IBK as a federal demonstration project in career education. IBK seeks to prepare Jefferson County students for life and earning a living by focusing on the relationship between the "world of education" and the "world of work."

WHY IBK?

IBK is an acronym for "I Believe in Kids," our name. It is an outgrowth of our belief that ultimately through career education, youth in Jefferson County and across the nation will develop their potential to the fullest possible extent.

NEW TEACHERS JOIN CAREER EDUCATION MOVEMENT

IBK's recruiting efforts have been highly successful. The number of Jefferson County teachers participating in career education has more than doubled in 1975-76. In 1974-75, thirty elementary, middle school, and high school teachers and counselors participated in career education. This year, out of a district-wide faculty of 155, sixty-eight teachers are participating. This number includes 24 from Jefferson Elementary-Mamie Scott Annex, 20 from Howard Middle School, and 24 from Jefferson County High School.

CAREER EDUCATION FOR THE HANDICAPPED

IBK believes that career education is for all persons. Therefore, IBK has actively involved Jefferson County teachers of the handicapped in career education activities. A very satisfactory number of district-wide EMR and SLD teachers are on the career education team. These include: Ms. Josephine Perry and Sally Barrow of Jefferson Elementary-Mamie Scott Annex, Mrs. Violet Presley, Mrs. Josie K. Rand, and Mrs. Celestine P. Thomas of Howard Middle School, Mrs. Michelle Poland, Mrs. Anita Furrow, and Mr. Willie Stubbs of Jefferson County High School's Career Development Center. These teachers are trying to prepare their students for success in the "world of work" by offering a variety of career education activities.

SECOND GRADERS STUDY SCHOOL WORKERS

In order to increase her students' awareness of both instructional and non-instructional school workers and to make them more appreciative of the varying work roles at school, Mrs. Kathy Joyner, second grade teacher at Jefferson Elementary-Mamie Scott Annex, has involved her class in a "career" interview activity. The activities include an interview of each worker, (which is recorded on tape) snapping of a photograph, shadowing of the various school workers, preparation of a class "career" scrapbook, development of a campus map depicting the specific work sites of the school workers, and preparation of a chart indicating the salary ranges of the various school jobs. Individuals interviewed to date include: Mr. Stephen Walker, School Principal; Mrs. Dorothy Bishop, District Director of Instruction; Mrs. Patricia F. Reams, IBK Resource Teacher; Ms. Sara Carter, Title I Coordinator; Mrs. Juanita Johnson, School Bookkeeper; and Mrs. Thea Lowe, School Secretary. Mrs. Joyner plans to expand the activity to include non-school community workers.

STUDENTS STUDY PRINTING INDUSTRY

Not content with the exposure of her students to the "World of Printing" limited to the classroom, Mrs. Mathye J. McCloud, Business Education teacher at Howard Middle School, has taken her 6-8 students on tours of the Monticello News plant. There, the students got a first-hand look at newspaper printing. The tours were a part of a unit on careers in Communications and Media. Explaining the procedure for publishing of a newspaper were Mr. and Mrs. John Janinda (former owners) and Mrs. Reecy, present Monticello News employee. As a follow-up to the tours, the students are producing a school newspaper, and a school annual.

HOWARD MIDDLE SCHOOL CAREER CLUB

On December 15, 1975, a Career Club was organized at Howard Middle School for the purpose of stimulating student interest in career exploration. To date, some 80 students have joined the club. Each member carries a specially designed career club card. Club activities include: Exploration of jobs within a different cluster each month, interviews of 4 different workers monthly, watching career oriented films and filmstrips monthly, and organizing and participating in school wide "career days." The club's officers are:

Patricia DeSercy - President
Nathalie Green - Vice President
Mike Smith - 2nd Vice President
Voncile Conner - Secretary
Kim Thompson - Publicity Chairperson
Donna Hagan - Parliamentarian
Thoy Scott - Business Manager

Albert Thomas, Jr., IBK Director, is the organizer and sponsor of the club.



CAREER CLUB

SALLY BROWN

"I Know Where I'm Going"

IBK GETS NEW STAFF MEMBER

Due to the resignation of Career Counselor, Ms. Madie Meeks, at the end of December 1975, IBK entered 1976 with a key staff member position vacant. However, success was soon at hand since Mrs. Connie P. Smith joined the IBK team on January 12, 1976. Connie holds a B.S. in Psychology and a Master of Science in Guidance and Counseling from Florida A&M University, Tallahassee, Florida. Connie's work experience has included counseling of the handicapped at Florida's Sunland Hospital in Tallahassee, Florida. Connie has quickly gained a thorough grasp of IBK's thrust and is now deeply involved in providing career guidance and counseling to Jefferson County High School students and to a special selection of parents. IBK is proud to have Connie on board.

USOE MONITOR VISITS IBK

Friday, January 30, 1976 was an especially exciting day at IBK. Dr. Gerald "Jerry" Elbers, USOE, Office of Career Education, made his first site visit to IBK. He met with the staff, members of the IBK Advisory Committee, teachers, and school and district level officials. Activities included a luncheon at Monticello's Brahman Restaurant, and tours of all three participating schools. One highlight of the tours was an interesting and highly supportive conversation with Mr. Stephen Walker, Principal of Jefferson Elementary-Mamie Scott Annex.

BUDGET MANAGEMENT AT JEFFERSON COUNTY'S CAREER DEVELOPMENT CENTER

Mr. Willie Stubbs, Vocational Agriculture and Work Experience teacher at Jefferson County High School's Career Development Center (for EMR and SLD students) has involved his students in "budget management." After studying a unit on Money and Banking, each student was required to open a joint account with his/her parents. After this initial step, each student had to keep a 2-3 month record of all of his/her earnings and expenditures. The objective was to make the students aware of the large sums of money that they spend unwisely, and to help them make wise decisions about spending money. In the long-run these students, hopefully, will gain skill in proper money management.

MONTICELLO LAW ENFORCEMENT OFFICERS PROMOTE CRIME FIGHTING AWARENESS

Captain G. W. "Jeep" Handley and Patrolman William Bullock, Jr., of the Monticello Police Department recently gave a presentation to a group of Howard Middle School students in the 5th module class of Mr. Earnest O. Washington, Voc-Agriculture teacher. The presentation included a film, a short talk, and a question/answer session. The film was centered around crime, crime prevention techniques, and citizen responsibility in fighting crime. Many questions were asked by the students that helped to identify the duties, working conditions, educational and personal qualifications, and salary range of various law enforcement officers.

IBK ADVISORY COMMITTEE

IBK has an advisory committee made up of citizens representing different careers. The advisory committee is helping IBK to make progress in the establishment of better relations between the public schools and the business/labor community. The committee meets once per month and has great input into on-going IBK activities. The committee includes: 11 parents, 2 ministers, 1 judge, 4 business persons, 4 extension workers, 1 public health volunteer, 1 youth counselor, 2 educators, 1 retired teacher, 1 work experience coordinator, and 1 family counselor.

FAMU REPRESENTATIVES VISIT JCHS ART DEPARTMENT

On February 26, 1976, Ms. Priscilla Wilson and her art students were treated to a visit by Dr. Gerald M. Hooper, Chairman, Florida A&M University Art Department, and two of his students. Dr. Hooper and his students spoke to each class about different careers in art, about the training necessary for art careers, and about training opportunities in art at Florida A&M University, Tallahassee, Florida. Mr. Donald Matthews, JCHS Occupational Specialist, arranged for the visit and the presentation.

AUCTIONS PROVIDE LEARNING INCENTIVE

Mrs. Celestine P. Thomas, SLD teacher and career education participant at Howard Middle School, has devised a sure fire way of stimulating her students to learn. It consists of a "token" system in which students receive 4 "tokens" for "A" grades, 3 "tokens" for "B" grades, 2 "tokens" for "C" grades, 1 "token" for "D" grades, and 0 "tokens" for "F" grades in language arts, math, and other subject matter. The students are allowed to accumulate their tokens so that they may bid for items during regularly scheduled auctions during the school year. The items to be auctioned consists of books, paper, pencils, pens, comic books, candy, model trucks, cars, airplanes, games, and other popular items. The prices of the items vary, thus the students must make decisions about the proper spending of their "tokens." According to Mrs. Thomas, competition is very keen among the students. They all make an extra effort to succeed in their school work.

PUBLIC RELATIONS AT IBK

Anxious to "spread the word" about career education, since January 1, 1976, IBK has put a strong P.R. effort into operation. The main thrust of the operation has consisted of the showing of the film "Career Education" by Olympus Publishing Company (Introduction by Dr. Kenneth Hoyt) and live presentations to civic groups within the county. Presentations have been made to the following groups:

Monticello Chamber of Commerce - January 20, 1976
Monticello Civitan Club - January 21, 1976
Monticello Jaycees - February 2, 1976
Howard Middle School P.T.A. - February 16, 1976
Monticello-Jefferson County Kiwanis Club - February 18, 1976
Jefferson County School Board Advisory Committee - March 2, 1976
Jefferson County Commissioners - March 3, 1976

IBK STAFF

Connie P. Smith - Career Counselor

Patricia F. Reams - Career Resource Teacher

Wilma Thompson - Project Secretary

Albert Thomas, Jr., Project Director

REQUESTS FOR INFORMATION

Requests for information should be directed to Albert Thomas, Jr., IBK Director, Jefferson District School Board, P. O. Box 499, Monticello, Florida 32344, Phone (904) 997-4458.

The material in this publication was prepared pursuant to a grant with the USOE, Department of Health, Education and Welfare. Points of view or opinions do not necessarily represent the Office of Career Education's policies or positions.

CAREER EDUCATION THROUGH THE EYES OF A RESOURCE TEACHER

Career Education has played an important role in motivating students at the elementary, middle, and high school levels. By relating what they are learning to the world of work, the students' studies have become more interesting and meaningful.

Teaching skills needed in working with money may be taught by using a textbook, as the major teaching tool, but setting up a small store in the classroom gives the students an opportunity to actually try out their skills in working with money. Followed by a trip to a local bank and store, the students gain further understanding about the monetary system. These experiences help the students to see why it is important for them to learn the skills in school. I believe that career education will bring about a change, in students' attitudes toward themselves and toward their studies. Hopefully, by the time a student goes through his schooling, he will have some knowledge about himself and will be able to relate this awareness to what he would like to pursue in his working career.

FIRST YEAR JOB SKILLS CLASS A SUCCESS

This year, a new course entitled "Jobs Skills" was taught at Jefferson County High School. The course was designed to prepare junior and seniors for their approaching entry into the world of work. The class studies such topics as:

Job Applications and Interviews, Getting Your First Job, Getting Along with Supervisors and Fellow Employees, Planning for Your Future Career, the Importance of Attitudes, Evaluations, Aptitudes, Money Management, Financing and Credit Use, Bank Services, Insurance, Social Security and Retirement.

The class was addressed by numerous resource speakers during the year. These included: Mr. Donald Matthews, JCHS Occupational Specialist; Albert Thomas, Jr., IBK Director; Mr. Ken Putnam, Florida State Employment Service; Mr. Blalock, Bill Peacock Chevrolet Company, representatives from the All Volunteer Armed Forces, and others. According to Ms. Candace McArthur, JCHS Work Experience coordinator and instructor of the course, the class was a big success. She definitely plans to continue the class during 1976-1977.

AUSTRALIANS VISIT JEFFERSON COUNTY SCHOOLS

Touring Australians, Kathy Coverdale and Robyn Neeves, presented several groups of public school students with a report of the "world of work" sprinkled with "down-under" flavor, on Thursday, April 1, 1976.

Since the two visitors were career women in Australia, they were able to provide the students with first hand information about the Australian School System (undergraduate, graduate and vocational), about career preparation, about the economic system, and about what it is like to work in Australia. Miss Neeves is a secretary and Miss Coverdale is a bank teller in Australia. They emphasized that advanced training and mastery of skills were essential in gaining worthwhile employment.

Among the classes addressed were a 7th grade social studies class of Mr. Mel McMullen, a 7th grade self-contained class of Mr. Murray Calloway, a 6th grade social studies class of Miss Frankie Lewis, and an 8th grade social studies class of Mr. Jack Crumity of Howard Middle School, and 2 work experience classes of Ms. Candace McArthur of Jefferson County High School.



NEWS

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A CAREER EDUCATION PROJECT

VOL. 1 NO. 2

Mar. to Apr. 1976

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U.S.O.E.

IBK DIRECTOR ADDRESSES LEON COUNTY'S SIXTH ANNUAL EMPLOYER-EMPLOYEE WORK EXPERIENCE BANQUET

On Thursday evening, April 29, 1976 Albert Thomas, Jr., traveled to neighboring Leon County, site of Tallahassee, the Florida State Capitol, to deliver the main address commemorating the sixth annual Leon County Public School Employer-Employee Work Experience Banquet.

Work Experience, is a program designed to provide potential 9th and 10th grade "dropouts" with part time employment and on the job training. This program requires the cooperation of the business/labor community and that of private citizens. Leon County's program boasts some 95 cooperating firms and individuals. A central purpose of the banquet was to pay tribute to the cooperating firms and individuals, to the students successful in the program, to cooperating parents, and to sponsoring teachers and coordinators.

In keeping with the banquet theme "Earning While Learning," the message was concerned with the differing but essential roles shared by the participants involved in a successful Work Experience Program. The speaker shared the platform with Mr. James Nealy, Jefferson County Agricultural Extension Agent; Mrs. Nancy Martin, Leon County Work Experience Chairperson; and Mr. Robert McDermott, Manager, Publix Supermarket, Apalachee Parkway, Tallahassee, Florida.

MAC'S T.V. SERVICE COOPERATES WITH JCHS

Mr. "Mac" McHone, owner and operator of Mac's T.V. Service, located on West Washington Street, is providing Wayne Bradley, youngest son of Mr. and Mrs. Uze Bradley, Sr., Route 2, Monticello, Florida with a head start toward a career in the field of electronics. Each school day Wayne, a JCHS senior, spends one class period at the shop where he receives on the job training in radio, T.V., tape player, and stereo repairs. Wayne has indicated that following graduation in June 1976, he plans to pursue further career training in the electronics field at Alabama A&M University, Huntsville, Ala., Wayne's older brother, Ernest is already established in the electronics field in Miami, Florida.

According to Mr. McHone, Wayne is a very alert, hardworking and cooperative student who has a good future in the field of electronics. Hats off to Mr. McHone for his cooperation!

IBK STAFFER UPDATES PERSONAL CAREER EDUCATION SKILLS

Patricia F. Reams, IBK Resource Teacher, is enrolled in EMB 500 Career Education Program Elements this quarter (Spring, 1976) at Florida State University, Tallahassee, Florida. Dr. Margaret Ferqueron, Career Education Coordinator, Florida Department of Education is conducting the class. On Tuesday, April 6, 1976, the entire IBK staff made a presentation to the class about IBK and common on-going career education practices.

LOCAL CITIZENS PARTICIPATE IN "CAREERS" SLIDE PROGRAM

IBK is preparing a slide program highlighting successful people in the community in a wide range of careers. Essentially, the program is a recorded interview with the businessman or private individual featuring the following two questions:

1. "What have been the keys to your success?"
2. "What advice would you pass on to students with respect to career preparation?"

By June 25, 1976 some 25 individuals hopefully will have been interviewed and photographed including: the Jefferson County Sheriff, the Jefferson County Judge, the Jefferson County Tax Collector, the Jefferson County Clerk, a public utilities coordinator, two building contractors, a local seamstress, a surveyor, a deputy clerk and many others.

IBK had contemplated completing the program by May 1, 1976, but unforeseen logistical problems will detain the completion of the activity until the first of August, 1976. All the participants have expressed further support and participation in IBK activities.

ELEMENTARY TEACHERS TRAVEL THE YELLOW BRICK ROAD

On Saturday, April 10, 1976, 15 teachers and counselors from Jefferson Elementary/Mamie Scott Annex participated in a five-hour career education workshop featuring The Yellow Brick Road: A Handbook of Counseling Strategies for Elementary Counselors and Teachers, by Ellen Amatea, Elementary Guidance Department, University of Florida and the Career Education Team, Florida State University.

During the workshop, the participants received extensive practice in the use of the affective based career education instructional and counseling tool. Activities such as "Personal Coat of Arms" (Personal Value Shield), "Paper Bag Self" and "Career Cluster Bingo" were enjoyed by the participants.

The teachers also were instructed in the use of the "INFOE" materials (Primary and Elementary Information Needed for Occupational Exploration), and they examined films from the "Kingdom of Could Be You" series.

The participants rated the workshop excellent. IBK Director, Albert Thomas, Jr., coordinated the workshop.

MIDDLE SCHOOL AGRI-BUSINESS TEACHER ATTENDS V-TECS CONFERENCE

On Wednesday, April 28, 1976, Mr. E. O. Washington, Howard Middle School Agri-Business teacher, represented the Jefferson District Vocational Education teachers at Gulf Coast Community College, Panama City, Florida. The conference was concerned with the training of Florida Vocational Educators in the use of the newly developed V-TECS catalogs (V-TECS is an acronym for Vocational-Technical Education Consortium of States and it represents the joint efforts of 13 southeastern states). Essentially, the new catalogs are "competency based" in design and they will be used to enable Florida Vocational Educators to utilize instruction that is totally "competency based." The conference was chaired by Mr. Bob Caldwell, Vocational Division, Florida Department of Education; Dr. Romeo Massey, Career Education Center, Florida State University, conducted the activities. Mr. Washington was accompanied by Albert Thomas, Jr., of IBK.

ART STUDENTS VISIT FAMU ART DEPARTMENT

As a follow-up to a February, 1976 visit by Dr. Gerald M. Hooper, Chairman, Art Department, Florida A&M University, 48 students from the Jefferson County High School Art Department visited the FAMU Campus in Tallahassee, Florida on March 25, 1976. During the visit, the students and their teacher, Mrs. Priscilla Wilson, toured the FAMU Art Department and Art Gallery, reviewed an art exhibit from Howard University, Washington, D. C., and examined materials that emphasized enrolling at FAMU and career opportunities in art.

The group was hosted by Dr. Hooper and Associate Professor of art, Mr. Charles Williams. Mr. Donald Matthews, JCHS Occupational Specialist, accompanied the group.

CAREER COUNSELOR UPDATES CAREER ASSESSMENT SKILLS

Connie P. Smith, Career Counselor, attended a state-wide conference on "Assessment in Career Guidance and Counseling" in Orlando, Florida on April 27-29, 1976.

The purpose of this conference was to inform those attending about major issues, current practices, and new developments as they relate to assessment in career counseling. There was a gathering of personnel from several agencies which allowed for greater sharing of ideas and practices utilized for preparing individuals for their careers.

Topics discussed included: Basic Testing Concepts, Sex Bias and Sex Fairness, Non-Traditional Techniques, Private Industry Assessment, and Special Programs by BYS, FSES and Bureau of Blind Services.

FACES

The U. S. Office of Career Education, U.S.O.E. has recently compiled a guide to FEDERAL AGENCIES FOR CAREER EDUCATION SERVICES (FACES). The guide includes a set of descriptions of 38 separate federal programs that offer various types of resources for career education and a series of indices to help the practitioner "get at" the programs and what they offer. Interested persons should contact Mr. Terry Newell, U. S. Office of Career Education, U.S.O.E., Washington, D.C. 20202.

IBK STAFF

Connie P. Smith - Career Counselor
Patricia F. Reams - Career Resource Teacher
Wilma Thompson, Project Secretary
Albert Thomas, Jr., - Project Director

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NEWS

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VOL. 1 NO. 3

May to June 1976

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U.S.O.E.

BUILDING TRADES CLASSES REMODEL ENGLISH TEACHER'S HOME

Early in 1974, Mr. and Mrs. James Messer, of Montivilla, a Monticello Housing Development, made plans to remodel their existing 3 bedroom brick home to include a second bathroom and a separate dining room. However, after consulting a professional draftsman/contractor, the Messers decided to increase the size of their home to include a new family room, a new deck, a new laundry room, a new utility/work room, and a new two-car garage. After the blueprints were completed, they discovered that the amount of square footage would over strain their budget. The Messer's proposed dreams, along with their plans, were shelved at that point.

Soon thereafter, Mr. Steve Foland, Jefferson District Vocational Director, suggested that Mr. Tom Bailey, Jefferson District Vocational Building Trades instructor, be contacted to discuss the remodeling as a project for his classes. Soon Mr. and Mrs. Messer, a veteran and skilled JCHS English teacher, and Mr. Bailey arrived at an agreement. Mr. Bailey indicated that he and his students would tackle the entire remodeling project provided the Messers set no unreasonable time limits for the completion of the project.

Mr. Messer, Assistant Comptroller at Florida State University, liked the idea because he was aware of the savings involved since the only costs were to be for materials and a small shop fee at the end of the project. Mr. Bailey liked the idea because it provided a real learning situation in which a wide variety of building skills would be taught.

At the time of this writing, June 24, 1976, Mr. Bailey and his students have completed the second bathroom, the new 15x25 family room, the new 12x15 deck, and have dried in the addition which houses the new separate laundry room, the new two car garage, and the new utility/work room.

According to Mr. Bailey, his students have had to employ a variety of building skills. They have laid out and poured foundations, installed plumbing, electrical wiring, paneling, flooring, sheetrock, roofing and insulation, and have stained, varnished, painted, cut-out rafters, and hung doors and windows. He is proud of the progress made by his students and very appreciative of the learning opportunities provided his student. He is especially grateful to the Messers for the patience that they have demonstrated during the two school terms already devoted to the project.

Mr. and Mrs. Messer have expressed complete satisfaction with the work completed to date. They plan further renovations beginning this Fall, 1976, including the construction of a new gabled porch at the front entrance, and the re-roofing of the older sections of the house. Mr. Bailey and his students have already been engaged to complete the job.

STUDY OF "WORLD OF PRINTING" PAYS DIVIDENDS

As a sequel to a unit of study in Communications and Media and tours of the Monticello News Printing Plant, the Howard Middle School Yearbook staff, directed by Mrs. Mathye J. McCloud, successfully produced the school's first "Howardite" school annual. Under the able directorship of Mrs. McCloud, the students organized, coordinated and controlled the entire yearbook production. The students, (6-8 graders) gained first hand experience and very precious insights into the many different but coordinated efforts required to publish an annual. The annual was dedicated to well-experienced and much loved Miss Frankie Lewis, HMS, 6th grade social studies teacher.

IBK DIRECTOR JOINS OTHERS AT NATIONAL DIRECTORS' CONFERENCE

On Monday, May 17, 1976 and Tuesday, May 18, 1976, the U. S. Office of Career Education, U.S.O.E., hosted the end of the year National Career Education Directors' Conference in Washington, D. C.

The conference included a breakfast meeting with Dr. Jack Jennings, Majority Council, at the Rayburn House Building, remarks by Dr. David Jesser, President, Council of Chief State School Officers, a report on final reporting procedures by Mr. Jacob Maimone, Grants and Procurement Division, a film presentation by Mr. James Arnold, Education Liason from American Telephone and Telegraph Company on efforts in education and in the elimination of race and sex stereotyping in the job market and numerous remarks by Dr. Kenneth Hoyt, Commissioner of Career Education and Dr. Sydney C. High, Jr., also from the U. S. Office of Career Education, U.S.O.E.

Much conference time was devoted to small group sessions on infusion, evaluation, final reporting, community involvement, and political strategies for career education practitioners. Albert Thomas, IBK Director, represented the Jefferson County School Board at this conference. The conference was ably coordinated by Dr. Richard "Dick" Miguel and his staff from the Center for Vocational Education, Ohio State University.

IBK STAFF ATTENDS 5TH ANNUAL FLORIDA CAREER EDUCATION CONFERENCE

The IBK Staff, always desires to improve its skill in the techniques of implementing career education. As evidence, during the week of May 5-9, 1976, the IBK staff participated in the 5th Annual State-Wide Career Education Conference, Tampa, Florida.

The conference was concerned with such issues as the future status of federal and state funding for career education, experience based career education, career education evaluation, infusion, and community involvement.

Among those attending and making presentations at the conference were: Dr. Kenneth Hoyt, Mr. Roman Pucinski, Dr. Ralph Smith, and Dr. W. M. Caslin. Representing Jefferson County were: Mrs. Connie Smith, Mrs. Patricia Reams, and Mr. Albert Thomas, Jr., who also participated on the Career Education Problem Solving panel.

IBK TEAM INFORMS ELEMENTARY P.T.A.

On the evening of Thursday, May 20, 1976, Patsy Reams and Albert Thomas, Jr., made a very detailed and informative presentation about career education and the IBK project activities to a group of some 40 parents and teachers, members of the Jefferson Elementary P.T.A.

Activities included the showing and discussion of the film, "Career Education" introduction by Dr. Kenneth Hoyt, a thorough description of the IBK Career Education model and activities, a description of the 15 U.S.O.E. occupational clusters, the distribution of several information sheets including "The Parents Role in Career Development," (a publication of the National Vocational Guidance Association), "Straight Answers on Career Education" by Dr. Kenneth Hoyt, the career education elements (from Process: An Introduction to Career Education), the IBK Newsletter, and a Question/Answer session. The parents were enthusiastic in their reaction to the presentation. Several previously uncommitted teachers indicated their intent to participate in 1976-77, as a result of the presentation.

TOURS OF THE "WORLD OF WORK"

During the months of May and June, 1976, many Jefferson District students viewed the "world of work" in neighboring Leon County, Florida. Field trips provided by IBK included detailed tours of the Tallahassee Jr. Museum, the Tallahassee Municipal Airport, the Tallahassee Mall Publix Supermarket, the Thomasville Road McDonald's and visits to the State Capitol to observe the Florida Legislature in action.

HOWARD MIDDLE SCHOOL STUDENTS STAR IN "WITH ALL DELIBERATE SPEED"

Very few persons of any age ever have the opportunity of participating in the filming of a movie. Nevertheless, a group of 6th grade students at Jefferson County's Howard Middle School had such an opportunity. Led by talented Voncile Conner and Curtis Crumitie, these students starred in the production of the June 16, 1976, American Parade Special "With All Deliberate Speed" with Paul Winfield and others on CBS.

These students, including Donna Hagan, Theodore Mack, Jr., Kendrick McKinnon, Debra Smith, Mike Alexander, James Hunter, Shirley Scott, Louvenia Shular, Michael Smith, Tracy Johnson, and Abigail Cooper, appeared in some of the scenes filmed in the Monticello-Jefferson County Area.



Voncile Conner, daughter of Mr. and Mrs. Spencer Conner of 640 Wirick Street, Monticello, Florida played the role of "Gloria Mitchell" in the movie. Curtis Crumitie, grandson of Mrs. Ida Cooper, also played a leading role. Along with the other students, Voncile recognizes now that the mastery of basic skills (reading, writing, and speaking) is essential in career preparation. She indicated that from now on she will concentrate on language arts courses, especially those that emphasize vocabulary building, public speaking, dramatics, writing, oral reading, and reading comprehension.

FORMER RADIO-TV PERSONALITY EMPHASIZES ORAL COMMUNICATION SKILLS

Mrs. Heather Brooks, English native and U.S. Citizen, provided a rare experience for basic and college prep English students at Jefferson County High School during two days in May and one day in June, 1976. Mrs. Brooks, an individual with a vast amount of experience in dramatics, speech, theater, and civic work, is a former hostess for radio stations WONS/WBGM, a former director-hostess for a public affairs program at radio station WGLF, and a former feature editor for the "Good Morning Show" for WCTV, Channel 6, all in Tallahassee, Florida.

During her May 12, 1976 visit, Mrs. Brooks instructed the combined classes of Mrs. Doris Scott and Mrs. Betty Messer (for 6 class periods) on the importance of good oral communication skills in the "world of work." During her 2nd and 3rd visits on Monday, May 31 and Friday, June 4, 1976, she worked with the classes in smaller, individual class groups.

In these smaller sessions, Mrs. Brooks involved the students in actual application of good communication skills. Using a tape recorder as her major tool, she had the students give impromptu speeches on various subjects, role play using the telephone, role play proper interview techniques, and give directions. Constantly, Mrs. Brooks emphasized the role of good communication skills in seeking and maintaining employment.

PUBLIC RELATIONS AT WOMEN'S CLUB AND CITY COUNCIL

May 4, 1976 was a busy day at IBK, especially in public relations. During the early part of the day, Patsy Reams, Resource Teacher, entertained the Monticello Woman's Club with the film "Career Education" and a report of IBK activities. That evening, IBK Director, Albert Thomas, Jr., made a similar presentation at the Monticello City Council meeting. Both groups reacted favorably to the presentations, the concept of career education, and offered their support to the project.

IN-SERVICE TRAINING

On Saturday, June 12, 1976, 25 teachers from Jefferson Elementary School, Howard Middle School and Jefferson County High School attended and participated in a career education in-service training workshop, designed to further sharpen teacher skills in the fusion of career education into the existing curriculum.

The presiding consultant, Mrs. Jahala Sterling, former Resource Teacher of the Alachua County Career Education Project, involved the participants in a variety of activities including the examination of career education materials and an indepth practice using infusion techniques.

Earlier, on Friday, May 14, 1976, 35 Jefferson District teachers participated in an in-service training session devoted entirely to the process of fusing career education onto the existing curriculum. Mrs. Sterling, was also a consultant at this session along with Mr. Ted Satterfield from the same district. The majority of the participants ranked the two sessions good to excellent.

WCTV HOSTS JEFFERSON DISTRICT STUDENTS

During the week of June 1-5, 1976, WCTV Channel 6, the area CBS affiliate, located in Tallahassee, Florida and Thomasville, Georgia, hosted two groups of Jefferson County High School students. Both groups were given an excellent introduction to the "World of Communications" as seen through the eyes of Mr. Jerry Williams, Program Manager of the station.

According to Mr. Williams, many career opportunities are available in both public and commercial television for "creative, imaginative, well educated, and industrious" people who have the patience to work up through the ranks. He indicated that he always seeks to hire flexible individuals that have a thorough mastery of written and oral communication skills.

The students were accompanied by their instructors, Mrs. Doris Scott and Clyde Cruce; Mr. Orvis Day, Jefferson District Administrative Assistant; Mr. Harry Jacobs, JCHS Assistant Principal; and Albert Thomas, Jr., of IBK.

ELEMENTARY CAREER SHADOWING PROVES SUCCESSFUL

As the culminating activity to a unit of work devoted to the study of school workers, on Tuesday, May 25, 1976, the entire second grade class (30 students) of Mrs. Kathy Joiner spent the entire school day "shadowing" a school worker and actually taking over some of the simpler responsibilities of the worker. Among those shadowed were: Mr. Stephen "Hoot" Walker, Principal; Mrs. Mary Ann Walker, Media Specialist; Mrs. Patricia Reams, IBK Resource Teacher; Miss Sara Carter, Title I Coordinator; Mrs. Juanita Johnson, Bookkeeper; Mrs. Nell Floyd, Assistant Principal; Mrs. Maxie Miller, Kindergarten Teacher; Mrs. Thea Lowe, Secretary; Mrs. Sadie Pafford, Area Media Center Director; Mrs. Diane Knecht, Area Media Center Secretary; Mrs. Eleanor Sassard, Vision Teacher; Mrs. Dorothy Bishop, Director of Instruction; Mr. Shelly Noble, Custodian; Mr. James Murray, Custodian; Mr. Joe McCloud; Custodian; Mrs. B. R. Bailey, Custodian, Mrs. Gladys Roan, School Nurse, Mrs. Marie Gamble, Maid and others.

Following the shadowing experience, the participating adults were very favorable in their comments about this type of activity as a valuable learning experience for both adults and youngsters.

IBK STAFF

Connie P. Smith, Career Counselor
Patricia F. Reams, Career Resource Teacher
Wilma Thompson, Project Secretary
Albert Thomas, Jr., Project Director

REQUESTS FOR INFORMATION

Requests for information should be directed to Albert Thomas, Jr., IBK Director, Jefferson District School Board, P. O. Box 499, Monticello, Florida, 32344, Phone (904) 997-4458.

The material in this publication was prepared pursuant to a grant with the U.S.O.E., Department of Health, Education and Welfare. Points of view or opinions do not necessarily represent the Office of Career Education's policies or positions.

Florida Vocational Journal

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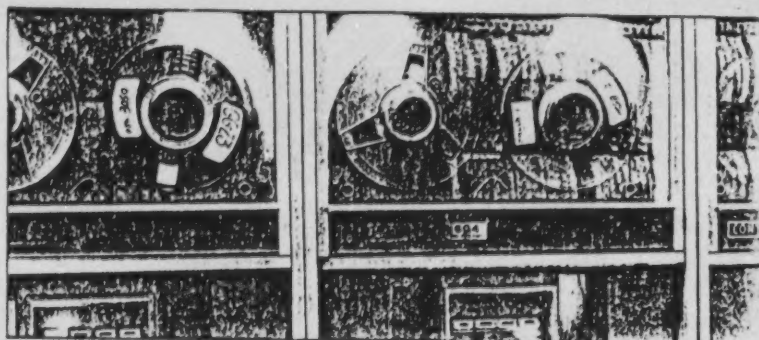
Mary C. Tate

LEE COUNTY LAUNCHES COMPUTERIZED CAREER INFORMATION SYSTEM

A survey of Lee County's 1974 high school graduates revealed that many of the students felt that changes were needed in their former high schools. Of those responding to the survey, 85 percent of the graduates felt the high schools needed to offer a wider variety of counseling services. More assistance in finding employment was requested by 75 percent of the graduates responding, and 70 percent wanted an opportunity to know their teachers better. Approximately 69 percent wanted more opportunities to become involved in cooperative education.

Armed with these statistics, Ken Evans, Director of Adult Vocational-Technical Education, requested assistance from other Lee County educators. With their help, Mr. Evans instituted a program called CCIS (Computerized Career Information System).

CCIS, which is still in the preparation stage, was developed to give students quick access to career information. When the program becomes fully operational, students in any of the four Lee County high schools or the Lee County Area Vocational-Technical School can



go to a computer terminal in their school and review career information that interests them.

The information which Florida-VIEW (Vital Information for Education and Work) accumulated about careers has been categorized for the CCIS program. The categories used were the 15 clusters of careers identified by the U.S. Office of Education. The careers listed on the career cards for Region IV were given priority in CCIS to give students an opportunity to examine the careers in greatest demand in Lee County. By using VIEW career cards from Region IV, students can readily identify institu-

tions in the area which offer the training and education they need for the careers they have selected.

The computer terminals located at each high school will be set up so that students may receive information in broad categories of occupations or detailed information about a specific career. In addition, Lee County will place technical manuals in the computer centers to supplement the students' investigations of careers.

Mary Tate is Career Education Coordinator, Adult Vocational-Technical Education, Lee County School District.

Albert Thomas, Jr.

A REPORT ON THE JEFFERSON COUNTY CAREER EDUCATION PROJECT

I Believe in Kids is one of the 81 national demonstration projects funded by the Career Education Office of the U.S. Office of Education (USOE) for 1975-76. The intent of *I Believe in Kids* (IBK) is to "effect incremental improvements in K-12 career education" with a rural, small town flavor. IBK is student-centered. It seeks to provide a wide variety of services to students in grades K-12. This requires the in-

volvement of educators—teachers, administrators, and counselors—and of the entire community.

Getting the Program Started

IBK's organizational structure is based on the familiar format developed in Florida before 1974. It includes the following components:

1. In-Service Staff Development
2. Elementary Curriculum

3. Middle School Curriculum
4. Secondary Curriculum
5. Guidance and Counseling
6. Public Relations
7. Placement and Follow-Up
8. Evaluation

Project personnel administered appropriate pretests to a random sample of students and conducted a pretest of a random sample of parents to determine their awareness of career

education and their desire to learn more about it. Both posttests and a post-survey will have been administered by the end of the 1976 school year.

Teacher participation in career education is strictly voluntary in Jefferson County. Not surprisingly, then, all teachers do not participate or cooperate with IBK in its efforts to demonstrate the relationship that exists between school experiences and the world of work. However, a broad cross-section of teachers, representing a wide variety of subject matter areas, are participants.

At Jefferson Elementary—Mamie Scott Annex, all grades are represented in IBK, often by several teachers. Teachers of the educable mentally retarded (EMR) and specific learning disability (SLD) classes are also involved. At Howard Middle School, all of the teachers of vocational courses (business, agriculture, home economics, industrial arts) and teachers of general and college preparatory classes (math, science, language arts, physical education, and band), as well as SLD and EMR teachers, are participants. Jefferson County High School is represented by teachers from the English, math, Spanish, art, home economics, business, agriculture, and social studies departments and the entire staff of the Career Development Center (for EMR and SLD students).

The initial step in involving teachers in IBK consisted of selling them on career education prior to their undertaking in-service training. Initial and continuous in-service training and adequate materials were provided. Teachers gained expertise and a working knowledge of career education goals, objectives, and concepts through the in-service training. Then, armed with many of the latest teacher-made and commercially produced career education materials, teachers were able to use career-oriented instruction as a part of their regular teaching strategies. Within the framework of the elementary, middle school, and secondary curriculum components, teachers and counselors now provide career education programs

which include infusion; use of special materials; presentations by resource speakers; field trips; work experience; and large group, small group, and one-to-one counseling sessions.

To assist teachers at the three participating schools, IBK has a full-time resource teacher, Mrs. Patricia Fulford Reams. Mrs. Reams coordinates all career-oriented field trips and presentations by resource speakers. She distributes career education materials to teachers and conducts mini in-service training sessions. In addition, Mrs.



Reams assists teachers with activities within the classroom, accompanies groups on field trips, and conducts classroom activities directly with the students.

IBK also has a full-time career counselor, Mrs. Connie P. Smith. Mrs. Smith teams with the counselors from the three schools to provide a broad range of counseling services for students. Mrs. Smith spends the majority of her time at Jefferson County High School, where she cooperates closely with the high school counselors and the occupational specialist.

Besides working with students and teachers within the classroom, Mrs. Smith makes use of a wide variety of career counseling information in her large group, small group, and one-to-one counseling sessions with students. The materials utilized include the *Dictionary of Occupational Titles*, *Encyclopedia of*

Careers, *Chronicle Guidance's Occupational Library*, and career brochures from the Department of Labor.

Before conducting counseling sessions, Mrs. Smith completes a career survey of the group of students to be counseled. The information elicited by the survey includes the student's top three tentative career choices. After analyzing the survey, Mrs. Smith prepares a career counseling packet for each student. Each packet contains financial aid information, specific career information about the choices indicated

by each student on the survey form, copies of Florida VIEW (Vital Information for Education and Work) local training information, and Career Card information. In the cases where no choices are made, Mrs. Smith prepares packets that include much of the same information but with a wider variety of selections. In the sessions, Mrs. Smith uses peer counseling techniques, fantasizing, self-awareness games, and audio-visual aids to promote career planning, interest, and decision making. In April, Mrs. Smith began home career counseling sessions with parents.

Don Matthews, Jefferson County High School Occupational Specialist, works with the project staff. This year, IBK is assisting Mr. Matthews with the distribution of Florida VIEW information by providing a 3M Model 500 M microfiche reader-printer. This machine makes it possible for the high school

Pieces

students to retain copies of the occupational information. Mr. Matthews has secured numerous resource speakers from neighboring institutions of higher learning, from private businesses, and from the various branches of the military.

Public Relations Efforts

IBK seeks to involve the public in a variety of ways. The weekly newspaper, the *Monticello News*; presentations to civic, social, church, and citizen groups; fact sheets; newsletters; etc., are used to let the people know about IBK's specific activities and about the career education movement in general. IBK has also found the film "Career Education," produced by Olympus Publishing Company with an introduction by Dr. Kenneth Hoyt, very useful in making presentations to groups. The film sets the stage for an interesting exchange between the IBK presenter(s) and members of the audience.

In addition, IBK has scheduled production of a careers slide program which will highlight successful businesses and private individuals in Jefferson County. It will involve several scenes in each business establishment and/or of the individual at work. A recording of the individual's responses to a series of questions about how the person became successful and how school experiences are relevant to that success will be included. The format will not differ greatly from some commercially produced programs of this type. The main difference will be that the participants are local businessmen and businesswomen. IBK hopes that using familiar people talking about their work will heighten the impact of the slide program for students and for the general public.

Although the variety of careers in Jefferson County is limited, local businesses have cooperated in providing educational tours and field trips. Local residents have participated in the schools as resource speakers, and several student groups have toured local establishments such as the U.S. Post Office, a veterinary clinic, a dairy farm, the

county courthouse, the county health clinic, and the local newspaper office.

The Advisory Committee

A large, but very cooperative advisory committee assists IBK in its activities. The group meets monthly and has greatly influenced the direction of the project's activities. Committee members represent a cross-section of the community and include a youth counselor, a teacher aide, a retired research scientist, housewives, an extension agent, a hardware dealer, a retired Air Force major, and a number of parents. IBK is proud of this committee. It has been invaluable in restoring the line of communication and the feeling of confidence that once existed between the public schools and the community.

Goals and Objectives

With the project year almost over, IBK is well on its way toward meeting its objectives. Those objectives include:

1. increased career and self-awareness for K-5 students
2. increased self-awareness and in-depth knowledge of careers in agribusiness and natural resources, business and office occupations, communications and media, construction, and health for students in grades 6-8
3. increased career maturity, increased knowledge of training opportunities, increased career knowledge, and an improvement in decision-making skills, self-appraisal skills, goal-selection skills, planning and problem-solving skills for students in grades 9-12
4. decreased sex and race stereotyping of occupations for students in grades K-12
5. increased parental awareness of the career education movement in general and of the Jefferson County Career Education Project in particular, as well as increased parental support of Jefferson County School programs.

An unstated 1975-76 goal of IBK was to increase teacher participation in career education. This goal has already been realized since the number of teachers and counselors participating district-wide has increased from 30 in 1974-75 to 68 in 1975-76. (The total district faculty numbers 155.) This number includes 24 teachers and counselors at Jefferson Elementary—Mamie Scott Annex, 20 at Howard Middle School, and 24 at Jefferson County High School. Tabulations of career education activities reported on the Career Education Activity Log by participating teachers have indicated, too, that the quality and quantity of career education activities have vastly improved when compared with efforts in 1974-75.

Another concern of IBK has been the seeming lack of parental interest in the schools. Before this academic year, the only public parent-teacher organization functioning in Jefferson County was organized at Howard Middle School. Now, however, due to the efforts of several practicing career education teachers, a Parent-Teacher Association (PTA) is now working at Jefferson Elementary—Mamie Scott Annex. Although there is still no PTA at Jefferson County High School, enough interest has been generated that Mr. Kelly Kilpatrick, Principal of Jefferson County High, has been able to form a Principal's Committee made up of concerned parents of high school students and other interested citizens. The group plans to expand both its size and its scope in the near future.

IBK is alive and well in Jefferson County. Progress is slow, but sure. IBK is not a fancy program; it is simply a group of people committed to the idea that career education can do a lot toward solving some of the problems that our schools face.

For more information about I Believe in Kids, write Mr. Albert Thomas, Jr., at the Jefferson County Vocational-Technical Center, U.S. 90 East, Monticello, Florida 32344. **FVJ**

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25% COTTON FIBER

APPENDIX E



SEMI-ANNUAL REPORT

FINANCIAL STATUS REPORT

1. NAME AND ADDRESS OF GRANTEE ORGANIZATION Jefferson Co. School Board P.O. Box 499 Monticello, Fla. 32344		2. FEDERAL AGENCY AND ORGANIZATION ELEMENT U.S. Office of Education		3. GRANT/COOPERATION NO. OR IDENTIFYING NO. G007502294	
4. EMPLOYER IDENTIFICATION NO. 1596000687A1		5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO. CFDA13.554A		6. FUND REPORT X	
7. PROJECT PERIOD FROM 7 1 75 TO 6 30 76		8. REPORT PERIOD FROM 7 1 75 TO 12 31 76		9. REPORT TYPE X	
10. STATUS OF FUNDS					
a. Total program expenditures reported -0-					
b. Total program income this period 28,502.36					
c. LESS Program income credits 34,807.50					
d. Net program outlays this period (-6,305.14)					
e. Total program outlays to date 28,502.36					
f. LESS Non-Federal share of program outlays -0-					
g. Total Federal share of program outlays 28,502.36					
h. Total unpaid obligations 387.61					
i. LESS Non-Federal share of unpaid obligations -0-					
j. Federal share of unpaid obligations 387.61					
k. Total Federal share of outlays and unpaid obligations 28,889.97					
l. Total Federal funds allocated 69,615.00					
m. Unobligated balance of Federal funds 40,725.03					
11. REPORT TYPE: ☐ PROVISIONAL ☐ FINAL ☐ REOPENED ☐ CANCELLED N/A					
12. REMARKS: Attach additional sheets if necessary					
13. Certification: I certify that the data is complete and that all outlays and income have been reported.					
NAME: D. M. Bishop TITLE: Supt. TELEPHONE: 904 997-2022					
DATE REPORT SUBMITTED: 1/9/76					

REQUEST FOR ADVANCE
OR REIMBURSEMENT

U.S. Office of Education

IDENTIFICATION NO. 147
OEG-007502294

1. TYPE OF PAYMENT REQUESTED		4. DATE OF REPORT		5. PARTIAL PAYMENT REQUEST NO.	
a. ☒ ADVANCE	b. ☒ TOTAL	☒ FASE		3	

6. EMPLOYER OR INDIVIDUAL AGENCY NO.		7. QUARTER, ACCOUNT NO., OR OTHER IDENTIFYING NO.		8. PERIOD COVERED (Month, Day, Year)	
1596000687A1				FROM 1 1 76 TO 3 31 76	

9. NAME OF CHARTER ORGANIZATION			10. NAME OF PAYEE (if different than Item 9)		
Jefferson County School Board			Jefferson County School Board		
P.O. Box 499			P.O. Box 499		
CITY	STATE	ZIP CODE	CITY	STATE	ZIP CODE
Monticello	FL	32344	Monticello	FL	32344

II. COMPUTATION OF AMOUNT REQUESTED

	PROGRAMS • FUNCTIONS • ACTIVITIES			TOTAL
	(1)	(2)	(3)	
	Career Education			
a. Total program outlays to date as of 12/31/75	\$ 28,502.36	\$	\$	\$
b. LESS: Cumulative program income	34,807.50			
c. Net program outlays	(-6,305.14)			
d. Estimated net cash outlays for advance period	23,708.89			
e. Total of Lines c and d	17,403.75			
f. Non-Federal share of amount on Line e	-0-			
g. Federal share of amount on Line e	17,403.75			
h. Federal payments previously requested	34,807.50			
i. Federal share now requested	17,403.75			
j. Monthly advance requirements:	17,403.75			
(1) 1st month				
(2) 2nd month	-0-			
(3) 3rd month	-0-			

12. REMARKS (Attach additional sheets if necessary)

3. I certify that to the best of my knowledge and belief the data reported above is correct and that all outlays were made in accordance with grant conditions and that payment is due and has not been previously requested.

NAME	TITLE	TELEPHONE		
D. M. Bishop	Supt. of Schools	AREA CODE	NUMBER	EXTENSION
		904	997-2022	--

SIGNATURE OF AUTHORIZED OFFICIAL

[Signature]

DATE REPORT IS SUBMITTED

CAREER EDUCATION PROGRAM

1. Project No.: 554AH50160	2. Grant No.: G007502294	3. Nature of Report: <u> x </u> Semi-annual <u> </u> Final
4. Project Title: "I Believe in Kids"		5. Period Covered By This Report: From: 7-1-75 To: 12-31-75
6. Category of Project (as specified in 45CFR 160d.5 and 160d.11): <u> x </u> Incremental <u> </u> Settings <u> </u> Populations <u> </u> Training <u> </u> Communications <u> </u> State Plan		
7. Project Director: Albert Thomas, Jr.	8. Grantee/Assistance Contractor Institution/Address/Phone Jefferson County School Board - P. O. Box 499 Monticello, Florida 32344 997-2022	

9) MAJOR ACTIVITIES

OVER-ALL PROCESS	PROJECTED INITIATION DATE	ACTUAL INITIATION DATE	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE OR PRESENT STATUS
1) Selection and hiring of staff	7-1-75	6-20-75	7-14-75	6-30-75
2) Appointment and organization of advisory committee	7-1-75	7-1-75	7-18-75	7-18-75 (First meeting 7-22-75) monthly meetings in prog.
3) Curriculum planning and updating	7-15-75	7-15-75	5-29-76	In progress
4) Planning and estab- lishment of public relations and in- formation system	7-21-75	7-21-75	6-25-76	In progress
5) Planning in-service training activities (for teachers)	7-28-75	8-6-75	6-13-76	Continuous planning in progress
6) Implementation of in-service training activities (for teachers)	8-75	8-18-75	6-13-76	Ten hours completed as 12-31-75 - Fifteen hours projected between 1-1-76 and 6-30-
7) Designation and selection of internal evaluator	7-1-75	7-1-75	8-11-75	8-6-75
8) Designation and selection of external (third party) evaluator	7-1-75	7-1-75	8-11-75	8-10-75

9) MAJOR ACTIVITIES

OVER-ALL PROCESS	PROJECTED INITIATION DATE	ACTUAL INITIATION DATE	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE OR PRESENT STATUS
I) Product evaluation (pre-testing)	9-75	10-13-75	9-75	12-5-75 (see explanat. in evaluation) section below)
J) Third party (external) <u>semi-annual</u>	Mid-December 1975	Late December 1975	Mid-December 1975	January, 1976 (See explanation in evaluation section below)
K) Distribution of Career Education materials to elemen- tary, middle school, and high school teachers	9-75	8-28-75	9-75	9-17-75

9) MAJOR ACTIVITIES

The following are the revised major objectives of the project (revised 8-15-75). After examining the original proposal with the internal evaluator, we reached the conclusion that the major outcomes that we seek are included in the major objectives listed below:

1. An increased self-awareness and career awareness on the part of students in grades K-5.
2. An increased self-awareness and increased in-depth knowledge of careers in the five clusters of Agri-Business and Natural Resources, Business and Office, Communications and Media, Construction, and Health on the part of students in grades 6-8.
3. An increased career maturity, an increased knowledge of careers, an increased knowledge of career training opportunities (availability of training) in Florida, and an improvement in decision making, self-appraisal, goal selection, planning and problem solving skills on the part of students in grades 9-12.
4. A decrease in the stereotyping of occupations to sex and race on the part of students in grades K-12.
5. An increased parental (public) awareness of the career education movement in general and of the Jefferson County Career Education Project and an increased parental support of Jefferson County School programs.

MAJOR ACCOMPLISHMENTS (Under Major Objectives)

- A) An increased self-awareness and career awareness on the part of students in grades K-5.
- 1) We have provided ten hours of in-service training activities for 25 elementary teachers (one elementary counselor included) at Jefferson Elementary School, including 1 EMR, 1 SLD and 1 self-contained teacher.
 - 2) We have keyed career education materials to the goals and objectives listed in the existing Elementary Career Education Curriculum Guides and distributed these to the teachers indicated above.
 - 3) We have compiled concise descriptions of all career education materials and distributed them in notebook form to the teachers indicated above.
 - 4) We have previewed, purchased, and distributed a wide variety of career education materials to the elementary teachers and assisted in the classroom utilization of them.
 - 5) We developed a "Career Education Activity Log" to facilitate teacher reporting of career education activities. (Used by teachers at all levels, see attached.)
 - 6) We have coordinated 6 career related field trips and have arranged for career oriented presentations by 15 resource persons.

B) An increased self-awareness and an increased in-depth knowledge of careers in the five clusters of Agriculture and Natural Resources, Business and Office, Communications and Media, Construction, and Health on the part of students in grades 6-8.

- 1) We have provided ten hours of career education in-service training activities for 20 Middle School teachers at Howard Middle School including one counselor, two SLD teachers, one EMR teacher and one self-contained teacher.
- 2) We have keyed available career education materials to the goals, objectives, and concepts listed in the existing Middle School Career Education Curriculum Guides and have distributed them to the teachers indicated above.
- 3) We have previewed, purchased, and distributed a wide variety of career education materials to the teachers indicated above and have provided in the classroom assistance in their use where necessary.
- 4) We have compiled and distributed concise descriptions (in notebook form) of all career education materials.
- 5) We have organized a student Career Club at Howard Middle School.
- 6) We have made career oriented presentations to Middle School student groups.

C) An increased career maturity, an increased knowledge of careers, an increased knowledge of training opportunities in Florida, and an improvement in decision making, self-appraisal, goal selection, planning and problem solving skills on the part of students in grades 9-12.

- 1) We have provided ten hours of career education in-service training activities for twenty-three teachers at Jefferson County High School, including three EMR teachers, college prep, and vocational teachers.
- 2) We have previewed, purchased and distributed a wide variety of career education materials to the teachers indicated above and provided in the classroom assistance as required.
- 3) We have installed (rented) a micro-fiche reader-printer to facilitate high school student use of the FLORIDA VIEW SYSTEM, (VIEW: VITAL INFORMATION FOR EDUCATION AND WORK).
- 4) We have provided large group and small group counseling services to Jefferson County High School seniors and supplied them with occupational information, sources of additional occupational information, and financial aid information (federal and state).
- 5) We have distributed the Carnation Company brochure "How to Get and Keep the Right Job" to all Jefferson County High School seniors.

- 6) We have provided high school foreign language classes with the Modern Language Association's booklet "Foreign Languages and Careers."
 - 7) We have successfully surveyed all Jefferson County High School seniors in reference to their post high school plans and are presently compiling a detailed list of Florida Institutions by career area for distribution. (For example, we will inform students of the availability of training in Florida in the career areas that they have indicated.)
- D) A decrease in the stereotyping of occupations to sex and race on the part of students in grades K-12.
- 1) We have accumulated a small amount of career education materials that combat the stereotyping of occupations to sex and race.
 - 2) We have made several classroom presentations involving non-traditional career roles for women.
(See our projections in Special Activities below.)
- E) An increased parental, (public) awareness of the career education movement in general and of the Jefferson County Career Education Project and an increased parental support of Jefferson County School programs.
- 1) We have successfully surveyed a random sample of Jefferson County Public School parents to determine their current awareness of career education in

general, of the Jefferson County Career Education effort, and their desire to be informed about career education.

- 2) Several career education teachers were instrumental in organizing a Parent-Teacher Organization at the Jefferson Elementary School.

10) PROJECT PARTICIPANTS

As per your instructions an accurate indication of the project's participants will be included in the final report.

11) EVALUATION

Process (semi-annual-third party)

Time projected: Mid-December, 1975

Time Accomplished: Early January, 1976

Reason for time constraint:

Availability of a qualified evaluation team in December.

The annual (final) process evaluation is projected for June, 1976.

Product:

This is our revised product evaluation plan.

HYPOTHESIS (Criteria)

Given the implementation of the prescribed Career Education program:

- 1) There will be a significant increase in k-5 students' awareness of themselves and of careers.
- 2) There will be significant increase in 6-8 students' awareness of themselves and an in-depth knowledge of

careers in the Agri-Business and Natural Resources, Business and Office, Communications and Media, Construction and Health clusters.

- 3) There will be a significant increase in 9-12 students' career maturity, knowledge of careers, knowledge of training opportunities in Florida and a significant improvement in their decision making skills.
- 4) There will be significant decrease in K-12 students' stereotyping of occupations to sex and race.
- 5) There will be a significant increase in Jefferson County parents' awareness of career education in general, and of the Jefferson County Career Education effort.

INTERNAL EVALUATION PROCEDURES

An attempt will be made in this project to assess the degree to which favorable student change has occurred. The basic design of the study is of the one group pretest/post test variety. It has been determined impractical to establish control groups since participation by teachers is voluntary and the intent of the program is to make an impact on as many of the students as possible.

Target grades and pupils have been identified as follows:

<u>Grades</u>	<u>Hypothesized Behavior Change</u>
K - 5	Decreased sex/race role stereotyping ^o Increased self-awareness Increased career awareness
6 - 8	Decreased sex/race role stereotyping ^e Increased self-awareness Increased career awareness in Agri-Business, Natural Resources, Business and Office, Communications and Media, Construction, and Health

GradesHypothesized Behavior Change

9 - 12

Decreased sex/race role stereotyping
 Increased career maturity
 Increased decision making ability
 Increased knowledge of training
 opportunities at Florida Institutions.

In order to make pretest/post test comparisons, twenty-five pupils will be randomly sampled at each grade level.

The following instruments will be administered at the designed grade level:

K-2

Sample: Twenty-five students at each grade level

Constructs Being Assessed: Sex role stereotyping
 Self-awareness
 Career awareness
 Race role stereotyping

Instruments: Job Sex Role Checklist (JSRCL) developed by the staff
 The I Feel - Me Feel self-concept scale
 The Career Awareness Inventory constructed by the project staff
 The Career Education Checklist of Jobs by Race developed by project staff

2-5

Sample: Twenty-five students at each grade level

Constructs Being Assessed: Sex role stereotyping
 Self-awareness
 Career awareness
 Race role stereotyping

Instruments: Job Sex Role Checklist (JSRCL) developed by the staff
 The How I See Myself self-concept role
 The Career Awareness Inventory
 The Career Education Checklist of Jobs by Race developed by project staff

6-8

Sample: Twenty-five students at each grade level

Constructs Being Assessed: Sex role stereotyping
Self-awareness
Career awareness
Race role stereotyping

Instruments: Job Sex Role Checklist (JSRCL) developed by the staff
The How I See Myself self-concept scale
The Middle School Career Awareness Inventory constructed by the project staff
The Career Education Checklist of Jobs by Race developed by project staff

9-12

Sample: Twenty-five student at each grade level

Constructs Being Assessed: Knowledge of training opportunities in Florida
Sex role stereotyping
Career maturity
Career Decision making
Race role stereotyping

Instruments: Job Sex Role Checklist (JSRCL) developed by the staff
The Attitude and Competency Battery of the Career Maturity Inventory - California Test Bureau - McGraw-Hill
The Career Education Checklist of Jobs by Race developed by project staff
Career Education Inventory of Florida Institutions by project staff

Data Analysis

It should be noted at the onset that no between class comparisons will be made. Only pretest/post test changes within grade levels will be assessed.

Sex Role Sterotyping

For each grade level the Job Sex Role Checklist (JSRCL) will be analyzed for pretest/post test shifts. A typical list of occupations will be generated and the pupils asked to indicate

whether the job is:

- 1) A predominantly male job
- 2) A predominantly female job
- 3) Neither predominantly male nor female

For each occupation per grade level (elementary, middle, senior high), the following data arrangement will be made:

		POST TEST		
		PM	PF	N
P R E T E S T	PM	A	D	E
	PF	F	B	G
	N	H	I	C

The frequencies in the cells indicate the following occurrences:

- A No change
- B No change
- C No change
- D Male → Female
- E Male → Neither
- F Female → Male
- G Female → Neither
- H Neither → Male
- I Neither → Female

RACE ROLE STEROTYPING

The race role sterotyping for various occupations will be analyzed along the same lines as those described in the sex role sterotyping. More specifically, the Career Education Checklist of Jobs by Race will be used to assess the extent of race role stereotyping at each grade level in a pre/post test basis. The results will be cross tabulated to assess significant changes.

INCREASED SELF-AWARENESS

For grades K-2 the scores on the I Feel - Me Feel self-concept instrument will be derived for each student on a pre-test/post test basis. The mean changes will be tested for significance. For grades 3-8, the Gordon How I See Myself instrument will be used. The appropriate subtests of the career maturity battery will be analyzed in the same fashion.

CAREER AWARENESS

For grades K-5, the project staff will construct a career awareness inventory (CAI) which will be used as a pre and post assessment. The same will be true for the middle school using another instrument constructed by the staff, however. The decision making section of the CMI inventory will be used in grades 9-12.

KNOWLEDGE OF TRAINING OPPORTUNITIES AT FLORIDA INSTITUTIONS (9-12 ONLY)

The students' knowledge of training institutions available to them in Florida will be assessed on a pre/post test basis

using the Career Education Inventory of Florida Institutions. The results will be compared to a test for significant changes.

survey of Parents

This project will also attempt to assess the degree to which Jefferson County parents become more aware of career education.

Target Parents have been identified as follows:

Sample: 325 parents of Jefferson County Public
School students in grades K-12.

Construct Being

Assessed: Increased parent awareness of career
education.

Instrument: Career Education Survey for Parents

Data Analysis

The Career Education Survey for Parents will also be administered on a pre/post basis to assess the changes in awareness level regarding career education as related to activities of the program within the community.

Statistical Treatment of Data

In each case where the instruments have been shown to comprise a psychological scale, the associated data will be treated with a matched pair "t" test. Where the data are categorical in nature, a chi square contingency test will be used.

We have successfully completed the pretesting described in the foregoing section. However, our pretesting completion date (December 5, 1975) was much later than we projected (September, 1975). We had our greatest problems due to:

- 1) Logistics - In the month of September, as we discovered to our regret, testing by other groups was in progress. The respective school principals encouraged the delaying of our pretesting for fear of testing fatigue on the part of the students.
- 2) Difficulty in the determination of suitable instruments.
- 3) Securing the commercial instruments promptly - The testing companies were unusually slow in shipping our tests.
- 4) Individualized Nature of some of the instruments - The instruments administered to elementary students required one-to-one testing or very small group sessions.
- 5) Improper use of available assistance - We failed to solicit the aid of the counselors available in the schools. With their help, we could have quickly shortened the testing time.
- 6) Scheduling conflicts - For some unknown reason, the high school principal always scheduled our testing when some other required student activity was in progress.

A Success!

The Career Education Survey for Parents was a great success. (see attachments). Our data shows that 325 survey forms were delivered to the sample of parents. Of that number 260 were returned (80% return rate). We feel that our success was due to:

- 1) Advanced publicity - We publicized the survey in advance by means of the local newspaper and the local and area radio and television.
- 2) Follow-Up publicity - We followed up the delivery of the survey forms to parents with more publicity via the same mediums.
- 3) In school pressure - We constantly reminded students to ask their parents to complete and return the surveys.
- 4) Method of delivery - The survey forms were hand carried by students to the parents and returned to us the same way, (there was no mail-back requirement). Our Career Education Advisory Committee was instrumental in developing our survey procedures.

Additional Data Collection

All career education teachers are recording their career education activities on the Career Education Activity Log mentioned above. By the end of the project year, these logs should enable us to:

- 1) Tabulate the total number of career education activities conducted district wide.

- 2) Describe the different career education activities successfully implemented.
- 3) Identify the various career education goals, concepts, objectives, and elements treated.
- 4) Identify the career materials used most often.
- 5) Ascertain the proliferation of career education activities across subject matter area lines.
- 6) Identify the occupational clusters treated most often.
- 7) Tabulate the number of field trips and resource persons used.

12) ANTICIPATED CHANGES

1) Field Trips

(See schedule A, Page 3, B. Training Program Costs, Transportation (students) of the original proposal)

We had originally projected the provision of thirty field trips to Tallahassee, Florida. This was figured at the rate of 25 cents per mile for bus expense and \$2.00 per hour for the bus driver's salary. As of January 1, 1976, the costs have increased to: 50 cents per mile bus expense and \$2.20 per hour bus driver's salary. Also we were required to provide 45.00 matching (employee benefits) for the bus drivers. To offset these increased costs, we propose to reduce the total number of out-of-town field trips to twelve. (As of December 31, 1975 we had already completed four trips to Tallahassee).

2) In-Service Training for County Level Officials

We had projected the offering of fifteen hours of in-service training for county level school officials in a three-day pre-school setting, (see B. Implementation Activities page 29, #1a. of the original proposal). This proved impossible due to:

- 1) Lack of time
- 2) Failure of county level school officials to sit still for long in-service training sessions.

We propose to reduce the number of hours to five and provide the in-service training activities in one-half to one hour settings at the end of regularly scheduled school board meetings. (We have already completed one hour in this format.) Our reasoning is that the school board members

and other officials will be content to participate in activities since they are already in place for the meeting. We are scheduled to make our next presentation on Monday, February 22, 1976.

3) In-Service Training for Teachers

(See Schedule A, Page 3, B. Training Program Costs #1 Stipends)

We had originally projected two Saturday in-service sessions. We now propose to offer one Saturday session only. We have developed the concept of "Mini Career Education Workshops" in which we provide in-service activities during the one hour time block at the end of the students' school day. All students are dismissed by 2:30 P.M. daily while teachers must remain until 3:30. This concept enables us to stay on top of the on-going problems that individual teachers might have. In the smaller day to day sessions, we can provide greater individual attention than otherwise could be provided in large all-at-once sessions. These smaller sessions also provide sharing time between teachers.

13) DISSEMINATION ACTIVITIES

The following have been our accomplishments in this area during the report period July 1, 1975 - December 31, 1975:

- 1) Distribution of project abstracts to the other eighty federally funded career education projects at the National Career Education Conference in Washington, D.C. August 19-21, 1975 and to the

other practitioners upon request.

- 2) Distribution of six complete project proposals nationally (without cost except for printing and postage).
- 3) Distribution of 300-350 copies of our "Career Education Activity Log" to other career education practitioners nationally. (This was advertised in the October 15, 1975 issue of Career Education News.)
- 4) Distribution of ninety-five copies of the Project's Status Study to the participants of the Florida Statewide Career Education Fall Conference at Ormond Beach, Florida, October 29-31, 1975. (The director also made an oral presentation of the project.)
- 5) Sharing of the project's goals, and objectives, with the 100 participants of the joint Florida State University-McGraw Hill Book Company Career Education Methods Conference at Tallahassee, Florida, July 28-August 1, 1975.
- 6) Sharing of the project's goals, objectives and operational methods with the 30 participants of the Career Institute sponsored by New Educational Directions, November 17-19, 1975 at Kissimmee, Florida.
- 7) Publishing of articles in the Monticello News, the local newspaper, (see attachments).

PLANNED DISSEMINATION ACTIVITIES

- 1) Publication of a bi-monthly project newsletter beginning February 25, 1976 for dissemination to local civic, social and governmental organizations, to the Departments of Education of the 50 states, to the 66 Florida Districts, to the other 80 federally funded projects and to the United States Office of Education.
- 2) Printing of a project brochure for dissemination to the above audiences in February.
- 3) Publishing of weekly articles in the Monticello News, and in the Tallahassee Democrat.
- 4) Distribution of "The Parents' Role in Career Development" (publication of the National Vocational Guidance Association) to parents by means of home visits by the project counselor.
- 5) Live presentations about the project to civic, social, and other community organizations as follows:

January 20, 1976 - Monticello-Jefferson County
Chamber of Commerce

January 21, 1976 - Monticello Civitan International
Club

February 16, 1976 - Howard Middle School P.T.A.

February 18, 1976 - Jefferson County Kiwanis Club

February 2, 1976 - Jefferson County Jaycees
(Tentative)

February 19, 1976 - Jefferson Elementary P.T.A
(Tentative)

March 16, 1976 - United Men's Association, Inc.

- March 25, 1976 - Cavalier's Social Club
(Tentative)
- March 28, 1976 - Elizabeth M.B. Church
- April, 1976 - Cavalette Social Club
(Tentative)
- May 4, 1976 - Monticello Women's Club

Radio and Television

- January 31, 1976- Talk Show - WTBJ Radio Station
Monticello, Florida
- March, 1976 - Good Morning Show - WCTV Channel 6
(Tentative) Television - Tallahassee, Florida

14) SPECIAL ACTIVITIES

In #9 we reported the extent of our efforts to date to reduce race and sex stereotyping in career choice. We have not accomplished much here. Listed below are anticipated activities for January 1, 1976 - June 30, 1976:

- 1) We will increase our inventory of materials that depict women and minorities in non-traditional career roles and place it strategically in the classroom to reach the largest possible audience.
- 2) We will attempt to arrange for presentations by resource speakers that are involved in non-traditional career roles, both female and minority.
- 3) We will actively collect, duplicate, and distribute to high school students newspaper articles, magazine articles, educational journal articles that

depict women and minorities in non-traditional career roles.

4. We will encourage thorough use of the materials that we already have for as much student audience coverage as possible. (These include "Jobs and Gender," Masculinity and Femininity," "Non-Traditional Careers For Women," and You Can Be Anything" - all filmstrips.)
- 5) We will purchase and place copies of "I Can Be Anything: Careers and Colleges For Young Women" in the media centers at the middle and high schools.
- 6) We will purchase "Sex Fairness in Career Guidance" learning kits and place them with counselors at all three schools.
- 7) We will encourage the media specialists at the three schools to subscribe to minority oriented periodicals (such as Ebony, Jet, Black Enterprise, Equal Opportunity) and display them prominently in the media centers. (These often feature stories on the successes of minorities in a wide variety of careers.)
- 8) We will encourage the middle school and high school social studies teachers to make their students familiar with federal laws that prohibit discrimination in occupational and educational opportunities. (Title VI of the Civil Rights Act of 1964, Title

VII of the Civil Rights Act of 1964, Equal Pay Act of 1963 and Title IX of the Education Amendments of 1972.)

ADDITIONAL SPECIAL ACTIVITIES

Career Education for the Economically and Educationally Deprived -

Our most severely handicapped students are transported to Tallahassee for their schooling. In the case of EMR and SLD students, the teachers of all three schools are involved with career education.

Utilizing the data collected by other agencies, we have been able to identify a huge number of economically and educationally deprived youths. The project counselor will now begin to make home visits alone and also with the family counselors of the ESAA SOS Project, and the ESEA Title III Project.

ATTACHMENTS

I Believe In Kids

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Career Education Development Project

Jefferson County School Board
P. O. Box 499
Monticello, Florida 32344

Albert Thomas, Jr.
Project Director
Phone (904) 997-4458

July 11, 1975

M E M O R A N D U M

TO:

FROM: CAREER EDUCATION STAFF

SUBJECT: YOUR FUTURE

Dear

With the beginning of the academic school year 1975-76 approaching so rapidly, we (the Career Education Staff) have decided to get the ball rolling in your behalf. Believe it or not, your previous years of schooling have been for a definite purpose. Regardless to your beliefs, your schooling has been a period of preparation for either: 1) entering the job market immediately upon graduation, 2) going on to trade or vocational school, 3) attending a two year institution or 4) attending a four year institution. Which move will you make in June, 1976? NOW is the time to think about your future. Whether you know it or not, we will be working with you from Fall 75 until Summer 76 assisting you in making and implementing your career plans.

In order for us to be more productive and to do our best for you, we are asking that you complete the Career Education Data Sheet enclosed and promptly mail it back to us in the stamped self-addressed envelope.

We welcome your input and suggestions, so feel free to call or visit us at the Career Education Center located in the Jefferson County Vocational and Technical Building. We look forward to seeing you in the Fall.

NOW IS THE TIME!

Happy Vacation,

Albert Thomas Jr.

Albert Thomas, Jr., Director

Madie Meeks

Madie Meeks, Guidance Counselor

Patsy Reams

Patsy Reams, Resource Teacher

Enclosure

CAREER EDUCATION DATA SHEET

Name: _____

Grade Level: _____

Date: _____

Social Security Number: _____

Please circle the letters to the left of the items which you consider part of your present plans.

PART I

- a. Complete high school.
- b. Get a job before leaving high school.
- c. Get a job after leaving high school.
- d. Keep the job you have now.
 - 1) What is your present job? _____
 - 2) Upon re-entering high school in the Fall will you work full-time _____ or part-time _____?
- e. Become an apprentice in an Industrial Program.
- f. Go on to a trade or technical school.
- g. Go to college or a university.
 - 1) If you have chosen an institution to attend, please indicate: _____
- h. Continue your education on a part-time basis.
- i. Travel before getting a job.
- j. Be a homemaker.
- k. Join the military.
- l. Other (describe) _____
- m. No plans at the present time.

PART II

Please list your top three career choices below:

- 1. _____
- 2. _____
- 3. _____

CAREER EDUCATION SURVEY FOR PARENTS

1. Are you familiar with the Career Education Project in Jefferson County?
- Yes _____ No _____
2. Have you heard of Career Education?
- Yes _____ No _____
3. How were you informed about the Career Education Project?
- Newspaper _____
- Radio _____
- Other (Specify) _____
4. Would you like to learn more about the Career Education Project in Jefferson County?
- Yes _____ No _____

I BELIEVE IN KIDS

Jefferson County Career Education

Project Advisory Committee

- 1.) Mr. James Nealy, Parent & Assistant Extension Agent
P.O. Box 426
Monticello, Florida 32344
- 2.) Mrs. Betty Buzbee, Parent
Waukeenah, Florida 32344
- 3.) Mr. Jimmy Demps, Parent & Youth Counselor
Division of Youth Services (Fla Dept. of HRS)
- 4.) Honorable Charles C. Anderson, Parent & County Judge
Jefferson County Courthouse
Monticello, Florida 32344
- 5.) Mrs. Francis Byrd, Parent
835 North Magnolia Street
Monticello, Florida 32344
- 6.) Mrs. Virginia Lane, Parent & Retired Teacher, Church Leader
975 South 4th Street
Monticello, Florida 32344
- 7.) Mr. Henry C. Edenfield, Parent, Businessman
Route 3, Box 200
Monticello, Florida 32344
- 8.) Mr. Frank Mosely, Businessman
Route 2, Box 462
Tallahassee, Florida
- 9.) Mrs. Jane French, Parent, AFS Volunteer, Jefferson County
Public Health Volunteer
540 East Dogwood Street
Monticello, Florida 32344
- 10.) Mr. Steve Rissman, Real Estate Developer
South Waukeenah Street
Monticello, Florida 32344
- 11.) Mrs. Norma Clark, Federal Projects Officer
Jefferson County School Board
P.O. Box 499
Monticello, Florida 32344
- 12.) Mrs. Mary Hilbert, Field Supervisor Jefferson County Work
Experience & Florida Mental Health Association Board Member
P.O. Box 499
Monticello, Florida 32344
- 13.) Mr. Steve Foland, Director Jefferson County Vocational,
Technical & Adult Education, AFS Officer, Jefferson Chapter,

American Cancer Society Treasurer
P.O. Box 499
Monticello, Florida 32344

- 14.) Rev. Mark Walden, Pastor of Christ Episcopal Church &
Member of Jefferson County Kiwanis Club
425 N. Cherry Street
Monticello, Florida 32344
- 15.) Mrs. Beverly Deseault, Home Demonstration Agent
Federal Building
P.O. Box 426
Monticello, Florida 32344
- 16.) Mrs. Juanita Crumity, Community Affairs Worker, Parent, & 4H Leader
Federal Building
P.O. Box 426
Monticello, Florida 32344
- 17.) Mrs. Elizabeth Hall, Community Affairs Worker & 4H Leader,
Parent
Federal Building
P.O. Box 426
Monticello, Florida 32344

PUBLICITY ITEMS

Career Education

Career Education is a term first coined by former U.S. Commissioner of Education Sidney P. Marland, Jr., during an address at the annual convention of the National Association of Secondary School Principals at Houston, Texas in 1971. Since that time, educators have constantly searched for an all inclusive definition of Career Education. Generally speaking, Career Education can be defined as all of the activities and experiences through which individuals prepare themselves for and engage in work, paid or unpaid, during their lives. As a response to the demand for educational reform, Career Education seeks to make preparation for work both a prominent and a permanent goal of American education at all levels. By doing so, it hopes to make work, paid or unpaid, possible, meaningful and satisfying to each individual.

Career Education is a comprehensive education program focused on careers. It begins with the entry of the child into a formal school program, and continues into adulthood. It involves all students, regardless of their secondary plans, the entire school program, all parents, and the cooperation and resources of the business-industrial community. Career Education is not a separate "school subject," in fact it is a concept, not a program. Ultimately, Career Education's goal is total fusion into the existing school curriculum, not at the expense of the basics, but to their benefit. Career Education should be viewed as an additional way of motivating students to learn and as an alternative classroom methodology for teacher use.

Although Career Education provides the student with occupational information and experiences representing the world of work, it is not a synonym for vocational education. Career Education supports the student in initial career awareness, career exploration, career direction-setting and decision making, career preparation, career placement, career follow-up and re-education or training if desired.

Whereas vocational education concentrates primarily on people seeking vocational-technical training below the baccalaureate degree level and emphasizes career preparation for work in the world of paid employment, Career Education is for all students and it emphasizes both paid and unpaid work in the lives of individuals.

Actually, Career Education is broader in scope than vocational education and, in truth, embraces it along with academic education.

Since the inception of the term "Career Education," many exemplary projects have been developed around the nation. As a result of the efforts of the Career Education Project Staff of the Ohio State University's Center for Vocational and Technical Education, and the U.S.O.E., a common conceptual framework for Career Education has been developed. This framework is structured around eight central components, or "Elements" which taken together with eight corresponding "outcomes" give us the most widely used and accepted functional definition of career development. It is rather widely accepted that these 16 "elements" and "outcomes" should form an integral part of any Comprehensive Career Education Project. These "elements" and "outcomes" are the result of extensive research dealing with career development. The eight "elements" and their eight expected "outcomes" are as follows:

1. **Self-Awareness** (Self Image) refers to knowledge of self that will help an individual to make career decisions. Its expected outcome is self-identity.

2. **Educational-Awareness** refers to the perception of the relationship of education to one's careers and life roles. This element can be broken down into the following subcomponents:

The ability to understand that learning occurs both in and out of school.

The ability to recognize education as a part of total career development.

The ability to recognize that different careers need different kinds of education preparation.

The ability to recognize education as a primary means for achieving life's goals.

The expected outcome of educational awareness is educational identity (educational understanding).

3. **Career Awareness** (Career Information) refers to an understanding of the characteristics of the world of work that determine one's life career decisions. Career choice and expected life styles are emphasized here. The expected outcome is career identity.

4. **Economic Awareness** (Economic Processes) refers to the perception of the relationship of the economic processes in society to one's life career

decision. Here, the expected outcome is economic understanding.

5. **Decision Making** refers to the skill of applying one's knowledge to a rational process of career choice. The expected outcome is career decisions.

6. **Beginning Competence and Skill Awareness** refers to both awareness of and the acquisition of the skills necessary in the performance of tasks related to one's career. The outcome of beginning competency is employment skills.

7. **Employability Skills** This refers to the social and communication skills appropriate to career placement. Its sub-components are:

Understanding the implications of working in independent, team and supervised situations.

Relating one's interests and aptitude information to occupations.

Basic work habits and attitudes necessary for entering occupations of one's interest and choice. The expected outcome here is career placement.

8. **Attitudes and Appreciations** refers to one's feelings toward the social and economic environment in relation to one's life roles. Important sub-components here are:

Recognition of one's responsibilities involved in accepting a job/task.

Recognition of differences in society expected outcome here is career tolerant.

The expected outcome of attitudes and appreciations is self-social fulfillment.

In summary, career development is a process that takes place in the individual as he/she moves from kindergarten days through adulthood years. It is basically an eight (8) dimensional process, each dimension being referred to as an ELEMENT. Each element has a corresponding OUTCOME which refer to the end product of the development process. Thus, the overall end product of career development can be envisioned as an integration of the eight (8) outcomes into an individual.

Education's challenge, then, is to maximize the growth of the individual so that, by the time he arrives at a stage where it is necessary to make decisions concerning occupational or life careers, he will have acquired all of the necessary knowledge, skills, and attitudes to make the decisions that will lead to productive and satisfying life.

FROM THE CAREER CORNERHoward Middle School Career Club

On Monday, December 15, 1975, the Howard Middle School Career Club was organized for the purpose of stimulating student interest in career exploration. At the meeting, the seventy students present discussed the club's purpose, objectives, tentative activities and general rules and regulations. Each Howard Middle School Clubber pledges to:

- 1) Interview at least 4 different persons monthly about their jobs.
- 2) Seek information about a wide variety of jobs.
- 3) Participate in all Career Club activities.
- 4) Carry his/her Career Club membership card full-time.
- 5) Promote career exploration by other students.
- 6) Show responsibility both at home and at school by striving to excell in all school related activities and in home chores.

After listening to a song by Tony Orlando and Dawn, "You Can Be More Than You Are," and watching a filmstrip, "Think About the Future" the students selected the following officers:

- 1) Patricia DeSercy - President
- 2) Nathalie Green - Vice President
- 3) Mike Smith - Second Vice President
- 4) Voncile Conner - Secretary

- 5) Donna Hagan - Parliamentarian
- 6) Kim Thompson - Publicity Chairman
- 7) Thoy Scott - Business Manager

The Club plans to hold monthly meetings. During the month of December, the Club is seeking career information about jobs in Agri-Business and Natural Resources.

Albert Thomas, Jr., Jefferson County Career Education Project Director is the Club's sponsor. The Club's motto is, "We Know Where We're Going."

Career Education

by Albert Thomas, Jr. Director, Career Education Project

Education has become one of the nation's largest enterprises. It now costs some \$85-90 billion a year. According to the U.S. Office of Education statistics our per-pupil cost averages some \$1,000 annually, or around \$12,000 to \$13,000 to provide education for our young people through the first 12 years of school. Higher education costs even more, some \$2,500-4,500 annually. Based on these huge expenditures, one would assume that educational tax dollars buying self-sustaining career skills (marketable skills) that will enable young people to be economically independent when they leave the system. However, U.S. Department of Education statistics fail to support that assumption.

Of 3.7 million young people leaving formal education in 1970-71, nearly 2.5 million lacked skills adequate to enter the labor force at a level commensurate with their academic and intellectual promise. Many left with no skills at all. These 2.5 million students, dropping out of school at various levels, cost the nation over \$30 billion. We spend these billions to prepare 2.5 million young people for potential disenchantment, unemployment, aimlessness, and failure, year after year. Even more distressing are the incalculable losses of self-confidence, self-esteem, alienation and draft, of the abasement and nonfulfillment that characterize many of our young people as they embark in their adult lives. Not surprisingly, the results of these early defections show up in our unemployment, welfare and crime statistics.

focused the majority of their attention on preparing young people solely for the next level of school, with college preparation being the ultimate goal. The educational system has been a "house divided against itself," with the preparation of the so-called academic elite as its prime interest. However, there is more than sufficient evidence that this type of direction has been off-target. Whereas almost 80 percent of secondary students are enrolled in either a college preparatory or general education curriculum designed to prepare them for college attendance, U.S. Department of Labor research predicts that by 1980, eight out of ten jobs in America will not require a four year college degree. It is evident that if 80 percent of our young people are preparing for something that 80 percent will fail to do, then something is indeed wrong with education's focus.

Both private and public educational systems are currently facing great criticism. Employees complain that their job applicants cannot read, write, communicate orally, or handle basic mathematical concepts required for successful performance in today's labor market. In this post-industrial society in which we live, where the effort spent on the production of goods, there must be an increasingly close relationship, a collaborative effort, between education and the world outside education. Schools need to offer students the training and counseling necessary to enter the job market with a "saleable" skill or to continue their education.

Despite the great expenditures and great effort, nearly one student in four who enters the ninth grade fails to graduate from high school. Many who drop out do so because they can see nothing appealing about the courses they take in their schools. Of those who do stay to graduate, there are many who do so for reasons unrelated to a basic interest in or liking for what they are asked to do in the classroom. While convinced of the need for a diploma (society demands it), no one is happy with the results.

It is the combination of social and educational forces that makes up the current call for "Career Education." In an oversimplified form, the rationale for "Career Education" can be stated as

(Continued on Page 14)

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Career Education

(Continued from page 4)

follows:

1. The post-industrial occupational society is creating the need for an increasingly close relationship between education, life styles and the world of work.

2. There is general recognition of a need to restore the work ethic, in some meaningful form, as a vital and viable part of the personal value systems of American citizens.

3. The general public is increasingly unhappy with the products of our educational system.

4. Students at all educational levels are demanding that the instruction they are given be made meaningful and related to the "real live world."

Given this set of conditions, "Career Education," with its emphasis in education as training for living productively, has understandably gained great initial support from both the general public and students to whom it has been presented. Career Education is calling for an educational unity in which Academic Education, Vocational Education, the Home, the Guidance function and the Community at large cooperate in the educating of all people, with useful, productive, and independent citizens being the final product.

(1)

FROM THE "CAREER CORNER"

The fifteenth Career Education Institute sponsored by New Educational Directions was held in Kissimmee, Florida on November 17, 18, 19, 1975. The participants of the Institute worked with resource people from Maine, Maryland, Tennessee, Ohio and Indiana. Many topics concerning Career Education were discussed.

Representing the Jefferson County Career Education Project was Patricia Reams. Mrs. Reams is the Resource Teacher for the Career Education Project, "I Believe In Kids."

The Career Corner

The Eighth Annual Vocational, Technical and Adult Educators' Workshop in Orlando during August 3-7 was filled with many productive activities. Competency-Based Education was the central theme for the workshop.

The Workshop opened Sunday with many exhibitors displaying their equipment; books, kits, and educational materials related to vocational and career education.

The entire week was filled with

many activities - meetings, program sessions, panel discussions, exhibits, and lectures. It was definitely an educational experience for the delegates attending.

Representing the Jefferson County Career Education Project at the Vocational Workshop were Mr. and Mrs. Harold Reams of Lamont, Florida. Mrs. Reams is the Resource Teacher for the Career Education.

An Open Letter To Parents

July 17, 1975

Dear Parent

If your child is a ^{prospective} ~~perspective~~ senior at JCHS for 1975-76, you are probably bursting with pride that your son or daughter will soon be completing twelve long years. Such an arduous task should be congratulated.

We pose this question - what is your senior's plan after graduation? As a parent you are certainly concerned about your child's future and would like for him to enter into a successful livelihood. However, too little attention is paid to the fact that career planning is a serious and long range matter.

We at the Career Education Center would like to help you and your graduating senior prepare for his

future. One cannot begin too early in planning for taking such an important step.

Your graduating senior will soon receive from us a Career Education Data Sheet which should be completed and returned in the stamped, self-addressed envelope provided. Please encourage your senior to do this.

Help us to help your senior. NOW IS THE TIME!

Working on Your Behalf,
The Career Education Staff,
Albert Thomas, Jr., Director
Madie Meeks, Career Counselor
Patsy Reams, Career Resource Teacher

THE CAREER CORNER

August 7, 1975

The Jefferson County School Board is pleased to announce that it has received a federal grant to operate its Career Education Project during fiscal year, 1975-76. This grant award is made by the U.S. Office of Education under authority granted by Section 406, Title IV, Public Law 93-380-Senate Amendments of 1974. In an attempt to assess the federal role in future Career Education efforts, \$10 million dollars were provided nationally to operate Career Education Projects of 4 different types. The grants were made on a competitive basis. Of 900 applications made nationally, only 81 were funded. Needless to say, the board is justly pleased to be one of the 81 grantees.

Because of the impact of the federal grant, the Career Education Project will be able to increase its efforts to provide a wide range of life oriented services for the youth of Jefferson County Public Schools. In addition to the services provided students in grades K-12, the project staff will also provide career counseling services for adult education students and parent groups. The 1975-76 Career Education Staff, includes, Mrs. Wilma Thompson, Secretary, Mrs. Madie M. Meeks, Guidance Counselor, Mrs. Patsy Reams, Resource Teacher and Albert Thomas, Jr., Project Director.

Since the individual classroom teacher is indispensable in the career development process, the project staff will provide 25 hours of in-service training activities for teachers during the 1975-76 school year. The first in-service training session will take

place on August 18-19, 1975. Since July 1, the project staff has been busy gearing up for the 1975-1976 academic year. The 1975-76 Jefferson County High School Senior Class has already been surveyed by mail; catalogs, brochures, bulletins and other information have been acquired from Florida and other Southeastern Area State Junior Colleges, Voc-Tech Centers, Colleges and Universities, and from branches of the military. On Wednesday, July 23, 1975, the project staff made a detailed tour of the Lewis M. Lively Area Voc-Tech Center in Tallahassee, Florida.

During the week of July 28-August 1, 1975, Mrs. Reams and Albert Thomas, Jr., attended a National Career Education Conference at Florida State University. Under the joint sponsorship of the FSU Department of Continuing Education and the Gregg Division of the McGraw-Hill Publishing Company, the conference provided a forum for such nationally recognized Career Education experts as Lewis Berstein (Producer of Sesame Street), Dr. Donald Super, Dr. George N. Smith, Ms. Carol Aslanian, Ms. Rosemary Fruchling, Dr. Patrick Weagraff, Dr. John M. Crites, Dr. Edwin Herr, Dr. Charles Winn, and Dr. Peggy Miller. Forty-three states were represented at the conference with Florida and Louisiana winning the #1 and #2 spots for most participants.

This week Patsy Reams and husband Harold, are attending the Florida Vocational Conference at Orlando, Florida.

Career Corner

Sept 11, 1975

The Jetterson County Career Education Project "I Believe In Kids" wishes to extend a belated welcome to all public school teachers, administrators and students for 1975-76. All summer, the project staff (Madie Meeks, Patsy Reams, Wilma Thompson, and Albert Thomas, Jr.) has been busy preparing for this school year. We are pleased to report that we are making steady progress towards the accomplishments of our stated goals. Since our project year started July 1, 1975 we have surveyed all of this year's senior class, attended three workshops, and one national meeting, prepared teacher materials, and in-serviced some fifty-seven classroom teachers in Career Education activities, concepts, goals and objectives.

On Thursday, August 28, 1975 Madie Meeks, Project Guidance Counselor, attended a one day Occupational Specialist meeting at Lewis M. Lively Voc-Tech Center in Tallahassee, Florida. Mr. Aaron Gaines, Leon County Coordinator of Occupational Specialists, chaired the meeting. The meeting emphasized the importance of combined counseling efforts by counselors and occupational specialists at the local level.

Sept 11, 1975

DRAWING THE LINE BETWEEN CAREER AND VOCATIONAL EDUCATION

Is Career Education just another name for Vocational Education? The answer is emphatically "NO". Moreover, it is important to the continued development, expansion and improvement of both movements to distinguish between the two since funding and educational and political support are in part dependent upon how parents, students, employers, politicians and educators perceive social or educational movements in our society.

There are many factors which have contributed to the confusion of both terms. For example, in most cases Vocational Education appropriations have supported Career Education research at the federal level and to some extent at the state level. Until recently the responsibility for the management of Career Education programs has rested with vocational educators. Also, vocational educators have tended to dominate activities such as conference leadership and the preparation of position papers on Career Education.

Vocational Education is to be commended for its support of the philosophy of Career Education. However, the close association of Vocational Education with Career Education has tended to promote a public and professional belief that Career Education is an attempt to vocationalize the entire educational system. Some people have viewed Career Education as an effort to limit the availability of college and university education. On the contrary, Career Education makes no attempt to tout

Vocational Education over College and University Education. Career Education attempts to expose the facts about different occupations, occupational training requirements, salary ranges, and the effect of career choice on life style. Once the student has been exposed to all of the alternatives and with counseling hopefully he can make his own wise decision about the kind of training he needs. Basic in Career Education philosophy is the premise that all education should be preparation for living and earning a living. Some minority groups and representatives of labor have expressed concern that Career Education is telling the children of those who are employed in positions requiring less than a college degree that they should be satisfied with their economic destiny because of work has dignity and value.

The following distinctions may be helpful in clearing away some of the confusion surrounding Career Education and Vocational Education. (The reader's interpretations of these terms are encouraged.)

In the term Career Education, the word career refers to all productive activity in a person's life time, which may be paid or unpaid, require extensive formal training or no special training, be performed through employment or during leisure time. It is the goal of Career Education to make all kinds of work possible, meaningful and satisfying. Freedom of career choice occurs with awareness and the exploration of the world of work. One

way this freedom is made possible is through strong Career Education.

On the other hand, Vocational Education is made up of activities and experiences through which a person learns a primary work role for paid employment without obtaining a college degree. Vocational Education is clearly a particular kind of educational program usually associated with skill training.

Vocational Education can continue to exist without Career Education. But Career Education is doomed without strong vocational and academic programs, since it is a concept and not a separate subject or program. Broadening the base for implementing Career Education in high schools, community colleges and universities may reduce the confusion between the terms Vocational and Career Education.

The Department of Labor estimates that 80% of all paid employment in the immediate future will require vocational and technical training. This makes the expansion of current Vocational Educational a necessary step. In order for all individuals to make satisfying choices concerning employment, Career Education will need to expand to all educational levels coordinating academic, avocational and vocational education efforts.

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